

## SOCIETY FOR CURRICULUM STUDY

## NEWS BULLETIN - SUPPLEMENT

1932 : No. 5.

Part II

June 6, 1932.

## BIBLIOGRAPHY OF CURRICULUM MAKING

March 1931 to March 1932

## Table of Contents

I. Curriculum Making : General	...	1
II. Preliminary Steps	...	5
III. Investigations of Curriculum Objectives	...	6
IV. Learning Activities	...	14
V. Learning Activities in the Several Subjects	...	17
VI. Time Allotment and Grade Placement	...	24
VII. Providing for Mastery	...	25
VIII. Selecting Learning Equipment and Supplies	...	27
IX. Appraisal of Courses of Study	...	29
Index	...	30

## Introduction

This is the fourth annual bibliography of curriculum making prepared for the members of the Society for Curriculum Study. It is a compilation of works which are useful in directing or participating in a program of curriculum revision. About fifty members responded to our request for entries. Unpublished studies listed in the bibliography are available through inter-library loan.

The current bibliography contains nearly twice as many entries as that of last year. The number of general articles and monographs on curriculum making rose sharply in the last year. The number of investigations of curriculum objectives showed a considerable gain over the preceding year. At least forty per cent of these are masters' or doctors' theses, which indicates that curriculum objectives as a theme for advanced study is on the increase. Language and teacher-training continue to be the most common fields of investigation. The number of published activity curricula has increased although the total is only eleven.

We have made considerable effort to improve the bibliography with respect to completeness of the entries; the uniformity of the entries; and the inclusion of descriptive notes. Mr. Louis E. Roth and Miss Ruth Seeger of the Bureau of Educational Research, Ohio State University, assisted in the preparation of the bibliography.

Henry Harap, Western Reserve University,  
Edgar Dale, Ohio State University,  
Bibliographers.

## BIBLIOGRAPHY OF CURRICULUM MAKING

March 1931 to March 1932

### I. CURRICULUM MAKING : GENERAL

#### a. Bibliographies

1. Cocking, W. D. - "Selected Bibliography on Curriculum Making." Nashville, Tenn., George Peabody College for Teachers, 1932. (Mimeographed).
2. Langvick, Mina M. and Noll, V. H. - "Government Publications Useful to Teachers of Science." Washington, Government printing office, 1932. U. S. Office of Education Circular No. 48. (Mimeographed). Contains an annotated list of selected publications useful to teachers and pupils as source materials for identification, verification, and information.
3. Lombard, E. C. - "Government Publications Useful to Leaders in Parent Education." Washington, Government printing office, 1932. U. S. Office of Education Circular No. 54. (Mimeographed). Lists publications which may serve as basic material for discussion groups, as guides for leaders of parent education or for program makers in parent-teacher associations, or as subject matter for the home education of parents.
4. Polkinghorne, Ada R. - "A nature bibliography." Childhood education, 8:377-382. March, 1932. The theme of this number is SCIENCE FOR CHILDREN and contains many suggestions for a course in nature study and elementary science. This is a bibliography of nature study.
5. Welch, L. M. and Lingenfelter, M. R. - "Studies of the Home Economics Curriculum. An annotated bibliography." Columbus, Ohio, Bureau of Educational Research, Ohio State University, Bibliographies in Education, No. 1, 1930, 46 pp.
6. Whitcomb, E. S. - "Home Economics Curriculum." Washington, D. C., U. S. Government Printing Office. U. S. Office of Education, Good References Bibliography No. 7. Consists of classified and annotated references helpful to those interested in constructing or revising the curriculum in home-making education for the elementary, junior, and senior high schools.
7. Wright, E. A. - "Bibliography of Research Studies in Education: 1929-1930." Washington, D. C., U. S. Government Printing Office, 1931, 475 pp. The fourth annual compilation of 4,651 research studies in education, comprising masters' and doctors' theses and other investigations completed from July, 1929, to September, 1930. Annotated; author and subject index and cross references at the end of most sections.

#### b. History of Curriculum Making.

8. De Sales, Brother Francis - The Catholic High-School Curriculum, Its Development and Present Status. Doctor's thesis, 1930. Catholic University of America, Washington, D. C. Washington, D. C., Catholic University of America, 1930. 62 pp. This discussion represents a summary of the results obtained in a recent investigation, the purpose of which was to analyze, compare and interpret, the practice in the organization of the Catholic secondary-school curricula.
9. Goodykoontz, Bess, Davis, M.D., and Langvick, M.M. - Biennial Survey of Elementary Education. Washington, D. C. U.S. Government Printing Office, 1931. U.S. Office of Education Bulletin, 1931, No. 20, Vol. I, Ch. II, 62 pp. Under "Progress in Curriculum Construction" (pages 16-26) discusses the following topics: Changes within the decade, Curriculum construction in the States, Curriculum construction in city school systems,

Recent developments, Curriculum activities of national educational organizations.

10. Merwin, Bruce W. - "Changing Orders." *The Journal of High Education*, 3:147-150, March, 1932. Measures curricular changes in the denominational colleges of Kansas during six decades by percentage of total semester-hours.
11. O'Brien, F. P. and Watkins, G. E. - "Objectives of History Teachers in High Schools of Kansas." *Bulletin of Education*, University of Kansas, 3:6-9, October, 1931. Review of a Master's thesis by G. E. Watkins, based on responses from 321 teachers of history in 184 school systems.
12. Olson, Vivian F. - "Social Studies in the Los Angeles Junior High Schools," *California Quarterly of Secondary Education*, 7:153-158, January, 1932. A discussion of the development and present status of the social-studies curriculum.
13. Rugg, H. - "Culture and Education in America." Harcourt, Brace & Co., 1931, pp. 58-75. Chapter 4. "The lag of the school." Historical treatment of the gap between society and the curriculum and a plea for a dynamic curriculum which will meet the author's list of objectives.

#### c. Principles of Curriculum Making

14. Dawson, Mildred A. - "Building a Language-Composition Curriculum in the Elementary School." *The Elementary English Review* 7:164-169, September, 1931.
15. Dawson, M. A. - "Building a Language-Composition Curriculum in Elementary School," *Elementary English Review* 8:75-8, 111-20, April-May, 1931. Principles applied to curriculum making in general and to composition in particular.
16. Freeman, F. M. - "Should the Curriculum be Built on Children's Interests or Social Needs?" *School Executive Magazine* 50:553, 579, August, 1931. A brief account of the two extreme points of view and a short discussion of learning as the means of integration and adjustment.
17. Hopkins, L. Thomas - "A Fundamental Approach to Integration." *School Executives Magazine* 51:107-109, 128, November, 1931. Argues for a social philosophy of education upon which to build a revised curriculum.
18. Langvick, Mina M. - *Current Practices in the Construction of State Courses of Study*. Washington, D. C. U.S. Government printing Office, 1931. U.S. Office of Education, Bulletin, 1931, No. 4. Pp.22-3; 47; 52-53. Educational theories with suggestions or implications for curriculum construction quoted from Mississippi and Texas survey reports; suggestions for the guidance of subject-matter Committees in the uses of principles of curriculum construction and educational values expressed in statements of goals for the elementary school.
19. State Superintendent of Public Instruction, South Dakota - *Preliminary Reports on Approaches to and Theories Regarding Curriculum Construction, General Aims and Guiding Principles of Education for the State of South Dakota*. Pierre, S. Dakota, the author, 1930. Bulletin No. 1, 1930.
20. Watson, G. B. - "The Philosophy of Physical Education." *The Journal of Health and Physical Education* 2:305, September, 1931.
21. Wilson, G. M. - "The Present Impasse in Arithmetic." *Educational Method* 9:65-72, November, 1931. A discussion of the confusion among supervisors and executives on the subject of arithmetic and the tendencies which should be encouraged.

#### d. General Works

22. Bachman, Frank P. - "Training and Certification of High School Teachers." Nashville, Tenn., George Peabody College for Teachers, 1930, Pp.64-121. Field studies, No. 2. Ch. IV and V. Curricula for small high schools.

General considerations for curricula for small high schools and suggested curricula and instructional organization.

23. Bachman, Frank P. - "Suggested Curricula for the Education of Elementary School Teachers." Duplicated by the Division of Surveys and Field Studies, Nashville, Tenn., George Peabody College for Teachers, 1931.
24. Broady, K. O., Platt, E. T., and Bell, M. D. - "Practical Procedures for Enriching the Curriculums of Small Schools." Lincoln, Nebr., University of Nebraska, 1931. 88 pp. University of Nebraska publication, No. 84. Educational Monographs, No. 2, June, 1931. A comparison of the means of achieving enrichment in elementary and high schools; and a detailed discussion of enriching the curriculum of the high school and the elementary school.
25. Bruner, Herbert B. - "The Present Status of Curriculum Construction for the Elementary School in the United States." The North Central Association Quarterly 6:399-407, March, 1932.
26. Carpenter, W. W. - "Curricular Offerings in Missouri." Junior College Journal 2:16-23, October, 1931. A comparison of the curricular offerings in both the public and private junior colleges of Missouri with those in a representative group of institutions throughout the country.
27. Cox, Warren W. and others - "Courses of Study and Curriculum Offerings in Junior High Schools in New York State." Albany, The University of the State of New York, 1931, Pp. 11-162. Part I - Analysis of Junior High School Courses. Results of a questionnaire study concerning curriculums in junior high schools in New York state. The courses of study were analyzed by subjects and reported in detail. Part I of the report is a description of present instructional materials found in the junior high school courses of study.
28. De Sales, Francis - "The Catholic High-School Curriculum, its Development and Present Status." Doctor's thesis. Washington, D. C., The Catholic University of America, 1930. 62 pp. Present status is studied by use of a questionnaire. Two hundred and fifty replies are represented in the findings.
29. Dunn, Fannie W. - "Experimentation in the Organization and Teaching in One-Teacher Schools." Teachers College Record 33:494-504, March, 1932. A report of ten years of practical experimentation having for its aim the development of an improved plan of organization for one-teacher schools.
30. Edmundson, Richard C. - "A Comparison of the Curriculum of Private High Schools and Public High Schools." M.A. thesis, Iowa City, Iowa, University of Iowa, 1931.
31. Eisenberg, Israel L. - "How to Write a Curriculum for the Jewish School." Jewish Education 2:90-96, June, 1930. This article presents a discussion of several approaches for determining the general objectives of Jewish Education and a practical proposal for an immediate curriculum "set-up".
32. Everett, Samuel - "The Changing Secondary School." Progressive Education 9:207-214, March, 1932. Suggests a social theory and experimental high school curriculum having in view the use of education for social reconstruction.
33. Everett, Samuel - "A Challenge to Secondary School Practice," Teachers College Record 33:422-429, Feb., 1932. A discussion of the inclusion in the secondary school curriculum of materials vital to the present and future needs of the learner.
34. Gray, William S., ed. - "Recent Trends in American College Education." Chicago, University of Chicago Press, 1931, 253 pp. The proceedings of the Institute for administrative officers of higher education.
35. Highbie, E. C. - "Four Year Teacher Training Curricula," Peabody Journal of Education, 9:67-76, Sept., 1931. A discussion of three principles for the construction of a four-year teacher-training curriculum, and an



- outline based upon those principles.
36. Kelly, F. J. - "Research in Higher Education (including research in curriculum)." Washington, D. C., U.S. Government printing office, 1931, U.S. Office of Education, Bulletin, 1931, No. 2.
  37. Langvick, Mina M. - "Current Practices in the Construction of State Courses of Study." Washington, D. C., U. S. Government printing office, 1931. 84 pp. U.S. Office of Education, Bulletin, 1931, No. 4. Analysis of current practices in the construction of state courses of study based upon available state courses of study, reports of survey commissions and educational officials, and other state educational publications.
  38. Lide, Edwin S. - "Trends in Junior High School Programs of Studies." School Life, 17:34-35, October, 1931.
  39. "A living and growing curriculum," in Research Bulletin of the National Educational Association, 9:256-261, September, 1931. Abstracts summarizing the findings of a few state school surveys concerning: (1) the value of what has been taught in rural schools; (2) the principles and practices employed in improving the rural school curriculum; and (3) some recent curriculum revision programs. A bibliography of ten selected references, annotated.
  40. Los Angeles City School District - "Graduation Requirements and Curricula, Los Angeles Junior and Senior High Schools 1931-1932." Los Angeles, California, 1931. School Publication No. 212, 1931.
  41. Nash, H. B. - "Rebuilding the Curriculum of a Small School System." Nation's Schools, 7:33-36, April, 1931. A description of the significant changes made in the courses of study of the school of West Allis, Wisconsin, dealing mainly with organization and content.
  42. National Society for the Study of Education - "Changes in Experiments in Liberal Arts Education." Thirty-First Yearbook, Part II, 1932. Bloomington, Illinois, Public School Publishing Company, 1932. 310 pp. Comprehensive and authoritative information about what is going on in our colleges. Contains also a selected bibliography on changes and experiments in Liberal-Arts education.
  43. Northwestern University, School of Education - Curriculum Making in Current Practice. (Report of the conference held at Northwestern University, October 30-31, 1931.) Northwestern University, 1932.
  44. Reid, Hale C. - The Program of Studies in Seventh, Eighth, and Ninth Grades. M.A. thesis, Iowa City, Iowa, College of Education, State University of Iowa, 1931.
  45. Secondary Education Board, Milton, Mass. - Report of a Study of the Secondary Curriculum. 1932.
  46. Snedden, David - American High Schools and Vocational Schools in 1960. New York City, Bureau of Publications, Teachers College, Columbia University. "The Subjects in American High School Education." 1931. pp. 83-94. A description of the probable curriculum of 1960 organized on a "functional" rather than a "logical" basis.
  47. Spaulding, F. T. - "Can the Small High School Improve its Curriculum?" School Review, 39:423-38, June, 1931. Takes into account 12 principles of program making, three conditions (program of studies, size, finances), and three rules of procedure (number and length of class periods, teaching load, and subjects or grades assigned a teacher).
  48. Stout, John E. - "Reorganization of Secondary School Curricula." The North Central Association Quarterly, 6:362-84. March, 1932. A discussion of a procedure for the application of standards in such a way as to secure a reorganization of curricula on a functional basis.
  49. Travenner, R. W. - "The Program of Studies of the Junior-High School." High School, 9:55-57, November, 1931. A general discussion and a report of practice in junior-high schools in 11 cities of Oregon.

50. Van Dyke, G. E. - Trends in the Development of the High School Offering. School Review, 39:657-64; 39:737-747. November-December, 1931. A study of the programs of 35 schools for three periods between 1906 and 1930.
51. Ward, Charles C. - Curriculum Revision in New York State Teacher-Training Institutions. New York State Education, 19:252-54, December, 1931. Possible ways and means of determining a teacher-training curriculum which will train teachers as individuals and at the same time socialize this individualism.
52. Young, Elizabeth B. - A Study of the Curricula of Seven Selected Women's Colleges of the Southern States. Teachers College Contributions to Education, No. 511. New York: Teachers College, Columbia University, 1932. 220 pp. "Represents an attempt to interpret and give permanence to the curricular activities of seven selected women's colleges of the Southern States." Part I presents the background, foundation, aims, and programs chronologically described; a comparative study of modern programs is given in Part II; the third part consists of summary and conclusions and a bibliography (not annotated.)

## II. PRELIMINARY STEPS

### a. Plans of Curriculum Making.

53. Adams, Mary A. - "City-Wide Experimentation in the Intermediate Curriculum Program in Geography and History." Baltimore Bulletin of Education, 9:172-77. April, 1931. A discussion of the values accruing from reports made by teachers on their experiences in trying out tentative courses of study in history and geography.
54. Florida, State of - The Florida Program of Curriculum Revision. General Plans and Organization. Curriculum Bulletin No. 1. November 1, 1931.
55. Hopkins, L. Thomas - "Curriculum Making in a Child-Centered School." Educational Method, 11:410-414, April, 1932. A description of the process of curriculum making at the Lincoln School.
56. Los Angeles City School District - Division of Psychology and Educational Research. Fourth Yearbook. Los Angeles, 1931. (School publication No.211). Chapter III - Secondary-School Curriculum-Development, pp.17-42. A description of the administrative organization for curriculum development, the curriculum-development program being followed, the techniques employed in preparing courses of study, and textbook selection policies and procedures. Accomplishments within restricted fields, such as science or English, are presented by way of illustration of the organization program, or techniques being described.
57. Minneapolis Board of Education - Teaching the Fundamentals in Minneapolis. Report of the Superintendent of Schools to the Board of Education. November, 1931, pp. 8-15.
58. Parker, Edith P. - "Making a Curriculum in Geography." Baltimore Bulletin of Education, 9:169-71. April, 1931. A discussion of some of the significant problems involved in scientific curriculum making in geography.
59. Pore, O. E. - "The First Year of Curriculum Revision in Ravenna." School Executives Magazine, 50:524-26, July, 1931. Description of an effective program of curriculum revision in a small system.
60. Sanguinet, Edwin H. - "How the Curriculum Problem is Being Attacked in the Philippines." Educational Administration and Supervision. 17:665-74, December, 1931. A description of a systematic program in curriculum revision in the Philippines.
61. Steele, Irene M. - Plans for the Revision of the Normal Elementary School Curriculum. Towson, Md., Maryland State Normal School, 1931-32. 9 p. Mimeographed.

62. Stone, S. I. and others. "Making the curriculum." (In Proctor, W.M. and Riocardi, Nicholas. The Junior High School. Stanford University, California, Stanford University press, 1930. pp. 142-66.) An account of the Long Beach and Fresno plans of curriculum making.
63. Virginia, State Board of Education, Richmond - Study Course for Virginia State Curriculum Program. Vol. XIV, January, 1932, No. 4.
64. Williams, L. A. - Formulating a Plan for Making High School Curricula. California State Department of Education, Secondary School Principals Leaflet No. 2. June, 1932.

b. Organization of Personnel.

65. Florida, State of - The Florida Program of Curriculum Revision. General Plans and Organization. Curriculum Bulletin No. 1. November 1, 1931.
66. Herriott, M. E. - "Secondary-School Curriculum Development in Los Angeles." California Quarterly of Secondary Education No. 6:268-286, April, 1931. Describes the administrative organization for curriculum development, the services rendered in the name of curriculum development, the purposes and functions of secondary schools, the curriculum-development program, and changes effected in the curriculum.
67. Hopkins, L. Thomas - "Who Makes the Curriculum?" The Teachers Journal and Abstract, 6:381-84, September, 1931. A discussion of the work of national committees, curriculum specialists, school systems, and individual teachers.
68. Hopkins, L. Thomas - "The Relation of the Cooperative Group Plan to the Curriculum." Educational Method, 10:468-71, May, 1931. An evaluation of the cooperative group plan in relation to curriculum making.
69. Kent, Ronald W. - Curriculum Revision in the Essex County Vocational Schools. Doctor's thesis, 1931, New York University, New York, N.Y. 189 p. ms. The study deals with the practical revision by the regular personnel of the schools of the curricula of the three all-day vocational schools for boys operated by the Essex county vocational school board.
70. Langvick, Mina M. - Current Practices in the Construction of State Courses of Study. Washington, D. C., Government Printing Office, 1931. U.S. Office of Education, Bulletin (1931) No. 4, pp. 15-17; 34, 39, 41-2; 44-45; 48-49.
71. Minneapolis Board of Education - Teaching the Fundamentals in Minneapolis. Report of the Superintendent of Schools to the Board of Education. November, 1931, pp. 8-15.
72. Minnesota Department of Education - "Curriculum for Secondary Schools." St. Paul, Minn., 1931. 81 pp. Bulletin No. 1. Presentation of a curriculum to cover the entire period of secondary school education, beginning with the seventh and extending through the twelfth year.
73. Virginia State Board of Education - Organization for Virginia State Curriculum Program. Bulletin, State Board of Education, Vol. 14, No. 5, 1932.

III. INVESTIGATIONS OF CURRICULUM OBJECTIVES

a. Commercial and Industrial Subjects

74. Kinney, L. B. - The Mathematical Requirements of Commercial Positions Open to High School Commercial Graduates. Unpublished doctor's thesis. University of Minnesota, 1931.
75. Kyker, B. F. - The Commercial Curriculum. New York, Gregg Publishing Company, 1930, 74 pp. A job analysis of the duties performed by stenographers.



76. Lackas, John C. - To What Extent is the Subject Matter of Business Law Textbooks in Agreement with the Subject Matter of Litigated Cases? Master's thesis, 1931. New York University, New York, N. Y., 60 p. ms. An analysis and tabulation of the contents of five business law textbooks and a comparison of the data so assembled with an analysis and tabulation of the litigation reported in the Atlantic reporter.
77. Newkirk, Louis V. - Validating and Testing Home Mechanics Content. Iowa City, University of Iowa, 1931. 39 pp. University of Iowa Studies in Education Vol. VI, No. 4, April 15, 1931. A description of a method of selecting the outstanding projects which are suitable for home mechanics content and the development of a testing technique for diagnostic and achievement purposes.
78. Pitt, Norman J. and Harap, Henry - "Building a Course in Mechanical Drawing for the Layman." Industrial Education Magazine, 33:68-71. September, 1931. The most common drawing activities formed in the home were determined and also the fundamental processes which enter into the simple drawing problems.
79. Townsend, E. B. - "A Survey of Office Workers in Camden, New Jersey." The Balance Sheet, 13:250-55. March, 1932. By questionnaire to 564 persons, general activities of office workers are discovered.
80. Traxler, Bina Mae - A Follow-up Study of Commercial Graduates with Respect to Shorthand. Office Training and Salesmanship. Cincinnati, Ohio, Southwestern Publishing Co., 1931.

b. Health and Recreation

81. Hermans, Mabel C. - "Utilizing Adolescent Interests." Los Angeles Educational Research Bulletin, 9:2-29. May-June, 1931. Presents the results of an extensive survey of the interests of junior-high-school pupils.
82. Meyers, Jerome - "Physical Findings in New York City Continuation School Boys." American Journal of Public Health, 21:615-32. June, 1931. A study of physical defects of boys.
83. United States Public Health Service - The Health of the School Child, A Study of Sickness, Physical Defects, and Mortality. Public Health Bulletin No. 200, 1931.

c. Higher Education.

84. Arnold, H. F. - "Students' Deficiencies in English." Educational Research Bulletin, 10:295-98, 308. May 27, 1931. Analysis of errors in English made by 140 undergraduates, 95 per cent of them freshmen.
85. Clarke, H. Harrison - Required Physical Education for Men in Universities. Master's thesis, 1931. Syracuse University, Syracuse, N. Y. 115 p. ms. The purpose of this study was to determine what should constitute the required physical education program for men in a university.
86. Cuff, Noel B. and Donovan, F. L. - "What Freshmen Read in a Teachers College." A.A.T.C. Quarterly, 1:8-14, September, 1931. A study of the reading habits of 333 freshmen in the Eastern Kentucky State Teachers College.
87. Davidson, H. Carter - "Our College Curriculum in English." English Journal (College edition), 20:407-20, May, 1931. A statistical survey of current practices in English curricular construction and proposal for an ideal curriculum in the teaching of English.
88. Frutchey, Fred P. - "Mathematics for Dairy Technology." Educational Research Bulletin, 11:94-6. February 17, 1932. pp. 94-96. Describes the techniques used and gives the results of a study to determine the type of mathematics needed by dairy technologists.
89. Sherbon, Florence Brown, and Ferris, Emily - "The Experience and Opinions of 350 Married Women Graduates of the University of Kansas with Reference



to the University Curriculum and Problems of the American Home." Lawrence, University of Kansas, 1931, 30 pp. Kansas Studies in Education, V. 2, No. 2. Contains an analysis of the expressed opinions of 350 married women graduates of the University of Kansas with reference to the University curriculum in relation to the various aspects of the domestic life of these women.

90. Soisson, Magdalen E. - "Secretarial Curricula in Colleges and Universities." Master's thesis, 1931. New York University, New York, N. Y., 170 p. ms. The purpose of this study was to make an investigation of the status of secretarial curricula in colleges, universities, and technological institutions.

d. Home Economics.

91. Anderson, Hattie E. - "Revising a Course in Foods to Meet Community Needs." Home Economics News, 2:85-86, October, 1931. Questionnaires were filled out by 592 pupils of the Milwaukee vocational school with the aid of their parents.
92. Ash, William C. - "Home Economics Education." Educational Outlook, 5:211-18, May 1931. Makes use of 17 references and presents some findings of Elizabeth Haytock's study of the home activities of junior and senior high-school girls in Bethlehem, Pa.
93. Bomar, Willie M. - "The Education of Homemakers for Community Activities." New York, Bureau of Publications, Teachers College, Columbia University, 1931. 135 pp. Contributions to Education, No. 477. The community interests in activities of representative American homemakers are discovered by means of questionnaire.
94. Cook, Rosamond C. - "Money Management and the Home-Economics Curriculum." Journal of Home Economics, 23:333-36. April, 1931. Based on analysis of seven state and nine city courses of study, interviews, and eighteen replies to a questionnaire.
95. Leighton, Frances Howe - "A Basis for Building a Course in Economics of the Home." New York, Bureau of Publications, Teachers College, Columbia University, 1931. 114 pp. Contributions to Education No. 459. By means of personal interviews with 75 families the errors of consumption are determined.
96. Phillips, Velma - "Evidence of the Need of Education for Efficient Purchasing." New York, Bureau of Publications, Teachers College, Columbia University, 1931. 109 pp. Contributions to Education, No. 447. The analysis of consumer buying problems as they were brought to the attention of the author during the four years as purchasing adviser to customers in a department store.
97. Rhyan, Ivah M. - "Home Problems for Boys." Based on a Master's Thesis written at Indiana University, Bloomington, 1929. Reported in Journal of Home Economics, 22:191-96. March, 1930. 196 business men and 203 high school boys checked 50 topics for importance.
98. Turner, Marcia E. and Hall, Mabel M. - "Objectives for High-School Courses in Home Relationships." Journal of Home Economics, 23:238-43, March, 1931. Six experienced teachers and supervisors of home economics scored 108 objectives arrived at from an analysis of 31 state and 15 local home economics courses. The resulting best 22 of the 108 objectives were rated by 11 experienced teacher trainers and supervisors.

e. Language.

99. Betzner, Jean - Content and Form of Original Compositions Dictated by Children from Five to Eight Years of Age. New York, Bureau of Publications, Teachers College, Columbia University, 1930, 53 p. (Contributions to

- Education, No. 442). A collection of children's compositions, 1,215 in number, supplied the data for this study.
100. Broening, Angela M. - "Cooperative Curriculum Research in English." Baltimore Bulletin of Education, 10:10-13. September, 1931. A report of cooperative curriculum research in English under the following headings: preliminary investigations, problems studied during 1930-31, experimentation by Baltimore Teachers, 1931-32, and administration of the program.
101. Cesander, P. K. - "A Study of Pupil Usage as a Factor in the Grade Placement of Certain Items of Punctuation." Ph.D. thesis. University of Iowa, College of Education, 1931.
102. Choate, Ernest A. - The Relation of the Literary Background Recommended by Courses of Study to That Found in Current Literature; a Comparison of the Literature Advocated by Courses of Study in Grades Four to Twelve in the Public Schools of the United States with that Alluded to in the Most Widely Read Literature in the United States. Doctor's thesis, 1930. Philadelphia University of Pennsylvania, 1930, 72 pp. The inquiry aims to ascertain the type of literary background recommended by the courses of study in literature of the public schools, and to compare it with the literary background the great mass of readers meets.
103. Dawson, Mildred A. - Building a Language-Composition Curriculum in the Elementary School. The Elementary English Review, 8:117-20. May, 1931.
104. Gates, A. I., Peardon, C.A., and Sartorius, I.C. - "Studies of Children's Interests in Reading." The Elementary School Journal, 31:656-70. May, 1931. A study of the elements which make literary selections interesting, ascertained from 2332 pupils in 24 schools.
105. Guiler, Walter S. - "Difficulties Encountered by High-School Graduates in the Use of Pronouns." School Review, 39:622-26. October, 1931. An analysis of the difficulties encountered by 625 high-school graduates in applying 16 principles of pronoun usage found in the Guiler-Henry Diagnostic Test in Grammatical Usage.
106. Hermans, M. C. - "Utilizing Adolescent Interests." Los Angeles Educational Research Bulletin, 10:1-30. May-June, 1931. A study of the reading interests and recreational activities of the junior high school pupils of Los Angeles.
107. Hirschman, Margaret L. - "Initiating the Construction of a Course of Study in English," Baltimore Bulletin of Education. 10:130-35. February, 1932. Describes a procedure for getting teachers' opinions on essentials in language.
108. Leonard, J. Paul - "Punctuation and Capitalization Errors." Education. 51:329-35. February, 1931. Analysis of 410 compositions by 82 pupils of superior ability seems to show, among other things, that with these pupils there is no consistent growth in ability to punctuate and capitalize from grade 8 to 9, and that the use of the comma with parenthetical expressions occasions 54 per cent of the errors made.
109. Mackintosh, Helen K. - A Critical Study of Children's Choices in Poetry. Ph.D. thesis. College of Education, State University of Iowa, 1931.
110. Pease, George K. - A Study of the Grammar Usages and Errors and Their Treatment from Seventh Through Twelfth Grades in Woodridge (E.J.) High School. Master's thesis, 1931. New York University, New York, N. Y. 95 p. ms. A survey of written composition in the seventh through the twelfth grades in a small high school of a typical New Jersey community.
111. Symonds, Percival M. and Hinton, Eugene M. - "Studies in the Learning of English Expression." Teachers College Record. 33:430-38. February, 1932. Grammatical errors found in 724 compositions.
112. Thorndike, Edward L. - Teacher's Word-book of 20,000 Words. New York, Bureau of Publications, Teachers College, Columbia University, 1931. 162 pp. An extension of the Teacher's word-book to 20,000 words.

f. Mathematics.

113. Congdon, Allan R. - Training in High-School Mathematics Essential for Success in Certain College Subjects. New York, Bureau of Publications, Teachers College, Columbia University, 1930. 102 p. (Contributions to Education, No. 403.) This investigation makes use of Oscar M. Stewart's Physics, a Textbook for Colleges, as the chief source of data. The mathematical vocabulary used has been determined by a careful word count for the entire text.
114. MacLatchy, Josephine H. - "Number Ideas of Young Children," Childhood Education. 7:59-66. October, 1930. Reports results of tests in number given children entering first grade. Tests were in rote counting, enumeration, reproduction of numbers, naming groups numerically, and in addition combinations.
115. Powell, Jesse J. - Real and Genuine Problems in Algebra. Doctor's thesis, 1929. Teachers College, Columbia University, New York, N.Y. 100 p. ms. The following sources of data were employed: a list of 1,300 problems selected from a group of 3,000 contributed by 500 experienced algebra teachers; results of the rating by another group of 500 experienced algebra teachers, to secure their judgments with regard to the genuineness, importance, and interest of the problem.
116. Simpson, I. Jewell - "Arithmetic Goals: Suggestions for Testing and for Corrective Work." 3rd ed. rev. and enl. Baltimore State Department of Education, 1930. p.96. Maryland School Bulletin, Vol. XI, No. 3. A revised and expanded edition of an earlier bulletin including a statement of the objectives of the arithmetic of the various grades and suggestions regarding methods of teaching and remedial work.
117. Wilson, Guy M. - "Why Non-metric Measures in Metric Europe." Education 52:319-24. February, 1932. Shows that trade customs and convenience determine trade units; that any commodity is sold in a preferred unit; and why, therefore, the theoretical advantages of the metric scheme do not prove advantageous in practice.
118. Woody, Clifford - "Knowledge of Arithmetic Possessed by Young Children," Seventh Annual Conference on Elementary Supervision, pp. 50-85. Bloomington, Indiana: Bureau of Cooperative Research, Indiana University, 1930. Bulletin of the School of Education, Indiana University, Vol. VI, No. 6. A report of an elaborate survey of the knowledge of arithmetic possessed by over twenty-five hundred young children. Contains detailed analysis of results and a copy of the survey test which was used. A valuable reference.

g. Science.

119. Baird, Don O. - "A Vocabulary Study of Biology Note-books of Fifty Representative Secondary Schools in New York State," Journal of Educational Psychology. 22:512-16. October, 1931. A listing of words found in note-books not found in Thorndike's Teacher's Word Book, from which the author concludes that biology has a technical vocabulary more or less peculiar to itself.
120. Bayles, E. E. and McCullough, Anna M. - "Some Sources of Subject Matter for Biology in High School." University of Kansas Bulletin of Education. 3:10-14. October, 1931. Analysis of reports, surveys, and official bulletins of the United States Government which pertain to biology.
121. Bergen, L. M. and others - "Objectives of Science Teaching." School Science and Mathematics. 31:550-59. May, 1931. Collection and ranking of objectives by 25 persons.
122. Curtis, Francis D. - "Report of the Subcommittee on General Science." North Central Association Quarterly, 5:410-37. December, 1930. An investigation



of the content of general science as found in syllabi, reports of analyses of textbooks, analyses of scientific interests, reports of analyses of magazine or newspaper science, and other sources.

123. Davis, Ira C. - "Analysis of the Subject Matter in the Eight Most Widely Used Textbooks in General Science." *School Science and Mathematics*. 31:707-14. June, 1931. This procedure gives a total of 137 topics.
124. Heiss, Elwood D. - An Investigation of Content and Mastery of High School General Science Courses. Unpublished study, Teachers College, Columbia University, 1931.
125. National Society for the Study of Education - Thirty-first Yearbook, Part I, A Program for Teaching Science. Bloomington, Ill., Public School Publishing Company, 1932. Ch. 8, 9. Report of some of the more valuable sources of materials for courses in science, and a summary of the Committee's recommendations for grades VII, VIII, and IX, and for grades X, XI, and XII.
126. Nettels, C. H. - "Science Interests of Junior-High-School Pupils," *Science Education*. 15:219-225, May, 1931. The results of an inquiry as to pupils' interests without giving clues.
127. Nettels, C. H. - "Science Topics that are of Interest and Use to Adults," *Science Education*. 15:139-45. March, 1931. Check list of 29 science topics submitted to the parents of junior high school pupils.
128. Schmidt, Carl H. - Analysis of the High School Physics Course as Found in Six High School Textbooks. M.A. thesis, College of Education, State University of Iowa, 1931.
129. Stevenson, Elmo N. - "Children's Nature Interests." *The Elementary School Journal*. 32:276-84. December, 1931. Analysis of the nature interests of 119 children in grades IV to VI by means of a check list, the asking of questions, and the writing of compositions by the children.
130. Stover, C. Franklin - "An Investigation of the Chemistry Terminology Demanded for an Intelligent Reading of Current Literature." Master's thesis, 1931. Pennsylvania State College, State College, Pa. 75 p. ms. A study was made of 48 issues of the *Literary Digest* taken in a random sampling of all seasons during a period of eight years.
131. Williams, Jessie (Mrs. Clemensen) - The Construction and Evaluation of Study Outlines in Physics. Unpublished study, Teachers College, Columbia University, 1931.
132. Wray, R. P. - A Determination of the Utilitarian Values of Chemistry as Measured by Frequency and Pleasure in Use. Summarized in Peters, C.C. and Struck, F. T. - Abstracts of Studies in Education, at the Pennsylvania State College, Penn State Studies in Education, No. 2, State College, Pa. pp. 57-58.

#### h. Social Studies.

133. Dale, Edgar and Baker, H. W. - "Earning Activities of High-School Students." *Educational Research Bulletin*. 10:367-74. October 14, 1931. A study of the earning activities of 15,000 secondary school pupils in Ohio secured from data furnished in connection with mental-test blanks.
134. Lindahl, Hannah M. - "History in the Intermediate Grades." *Elementary School Journal*. 32:257-65, December, 1931. An examination of 57 courses of study in history for grades 4-5-6.
135. Meriam, C. E. - *The Making of Citizens*. The University of Chicago Press, Chicago, 1931. A study of comparative methods of civic training in eight modern states.
136. Thurau, J. H. - Dates, Men, and Facts Which Are Emphasized in a Course of History of European Background, as Revealed by an Analytical Study of History Textbooks. M.A. thesis, College of Education, State University of Iowa, 1931.



137. Wilson, H. E. and Erb, Bessie P. - "A Survey of Social-Studies Courses in 301 Junior High Schools." The School Review. 39:497-507. September, 1931. Data obtained by questionnaire answered by 301 junior high schools in 13 states.

1. Teacher Training.

138. Bateman, Marjory - A Program of Physical Education for Training the Non-specialized Elementary Teacher Based upon Present Procedure and Present Needs in the State of Wisconsin. Master's thesis, 1931, New York University, New York, N.Y. 165 p. ms. The study deals with the physical education programs in teachers colleges in the United States; the content of courses and administration of them in 11 teachers colleges having the most satisfactory physical education programs.
139. Brogan, Whit - The Work of Placement Offices in Teacher Training Institutions. New York, Bureau of Publications, Teachers College, Columbia University, 1930. 97 p. (Contributions to education, No. 434). Data were collected from 60 state-supported teacher-training institutions, 71 superintendents of schools, 25 teachers college presidents and normal school principals, and 91 placement office directors.
140. Eavey, C. B. - A Study of the Relation of the Doctor's Degree in the Field of Education to Preparation for the Teaching of Undergraduate Education. Doctor's thesis, 1931. New York University, New York, N.Y. 143 p. ms. The aim of this study is to discover the relation of the training undergone by candidates for the doctor's degree in the field of education to the training needed by teachers of undergraduate education.
141. Fitch, Harry N. - An Analysis of the Supervisory Activities and Techniques of the Elementary School Training Supervisor, in State Normal Schools and Teachers Colleges. New York, Bureau of Publications, Teachers College, Columbia University, 1931. 130 pp. (Contributions to Education, No. 476). 355 elementary school supervisors of student teaching rated a check list of 422 supervisory activities.
142. Jameson, Emily D. - Physical Education for the Preparation of General Elementary School Teachers; A study of content and requirements of courses of physical education offered in 22 state teachers colleges and normal schools in 1926-27. New York, Bureau of Publications, Teachers College, Columbia University, 1930. 119 p. (Contributions to Education No. 402). The problem of this study was concerned with a statistical and descriptive analysis.
143. Osburn, W. J. - "Constitution of Our Courses in Principles of Teaching." Educational Administration and Supervision, 17:544-51, October, 1931. An extensive study of three well-known textbooks in the Principles of teaching.
144. Ready, Marie - Physical Education and Health Education as a Part of All General Teacher-Training Curricula. Washington, D. C.: U.S. Government Printing Office. (U.S. Office of Education Bulletin 1932, No. 10). Contains a brief summary of present practices of educational institutions regarding health education and physical education as required subjects in 25 city public normal schools, 60 State normal schools, 142 teachers colleges, 107 publicly controlled colleges and universities, and 552 privately controlled colleges and universities.
145. Reinhardt, Emma - "General Introductory Courses in Education in Teachers Colleges." Elementary School Journal. 32:57-66. September, 1931. Report of a survey of the character and administration of general introductory courses in education in 41 teachers colleges.
146. Scott, C. P. - Determination of a Core Curriculum Leading to the Baccalaureate Degree in Industrial Education. Summarized in Peters, C.C. and Struck, F. T. - Abstracts of Studies in Education, at the Pennsylvania State

College, Penn State Studies in Education, No. 2, State College, Pa., pp. 81-84.

147. Shales, J. M. - "An Application of the Activity Analysis Method in Building a Teacher-Training Curriculum." American Association of Teachers Colleges Quarterly 1:9-17. March, 1932. The check list developed in The Commonwealth Teacher-Training Study was used to make a teacher-training curriculum for teachers of centralized township schools in Indiana. The study presents those activities ranking in the first 10 steps in all three criteria, importance, frequency, and difficulty.
148. Sturtevant, Sarah M., and Strang, Ruth M. - "A Method of Modifying a Professional Curriculum." Teachers College Record. 350 questionnaires were sent by the authors to former students in a course for deans of women.
149. Ullrich, Fred T. - "Science Instruction in Four-Year Curriculums for Prospective Elementary-School Teachers." Elementary School Journal. 31:697-707, May, 1931. A survey of the opinions of various college and normal-school administrators in regard to the construction and modification of curricula in science for students who expect to complete four years of study in elementary education.
150. Woods, R. H. - "A Method of Determining the Relationship Between Types of Farming, Content in Vocational Agriculture and the Technical Training of Teachers of Agriculture." Lexington, Ky., University of Kentucky, 1930. 111 pp. (Bureau of School Service Bulletin, Vol. 3, No. 1, September, 1930.) The study of types of farming and its relation to the agriculture curriculum in teacher training institutions.

j. Vocational.

151. Hamer, Oliver S. - "The Master Farmers of America and Their Education." Iowa City, Iowa: University of Iowa, 1930. 151 pp. (Studies in Education, Vol. 6, No. 2). A study of the educational needs of master farmers and their wives in 28 states.
152. North, Elizabeth - Occupation of High School Graduates of Three Kentucky Counties. Unpublished Master's Thesis. George Peabody College for Teachers, 1931.
153. Schopmeyer, C. H. - Analysis of the Managerial Responsibilities of the Farm Home Maker. Washington, U. S. Department of Agriculture, Extension Service, 1929. 115 p. Analysis based upon interviews with farm home makers.
154. Selvidge, R. W. - "A Cooperative Analysis of Trade and Industrial-Arts Subjects." Industrial Education Magazine. 33:17-18, 74-75, July; Sept. 1931. Includes summary of plan and an analysis of electricity and auto-mechanics.

k. Miscellaneous.

155. Cowen, P. A. and Matthews, E. R. - "Special Class Curriculum Study." Albany, N.Y., University of the State of New York, 1930. 54 pp. (Bulletin No. 944, March 15, 1930.) Study of activities suitable to various groups of mentally backward pupils.
156. Cox, Warren W. and others - "Courses of Study and Curriculum Offerings in Junior High Schools in New York State." Albany, N.Y., University of the State of New York, 1931. 350 pp. Part I - Analysis of Junior High School Courses. A description of present instructional materials found in the junior high school courses of study which may be used as a basis for consideration and discussion of desirable changes.
157. Voorhis, Thelma G. - "The Relative Merits of Cursive and Manuscript Writing." New York, Bureau of Publications, Teachers College, Columbia University, 1931. 58 pp. (Lincoln School Research Studies.) A discussion of the

- comparative merits of cursive and manuscript writing for Grade I.
158. Wellman, Beth L., Case, Ida Mae, Mengert, Ida Gaarder, and Bradbury, Dorothy E. - "Speech Sounds of Young Children." University of Iowa, Iowa City, Iowa. 1931. 82 pp. (University of Iowa studies, new series, No. 212. O. 1, '31. Studies in Child Welfare, Vol. 5, No. 2.) A study of the sounds made by 204 children from two to six years of age at the Iowa Child Welfare Research Station.
159. Zanzig, A. D. - "Music in American Life." London, Oxford University Press, 1932. 560 pp. A field survey of music in American Cities, made by the author.

#### IV. LEARNING ACTIVITIES

##### a. Nature of Learning Activity.

160. Breslich, E. R. - "The Unit in Mathematics." Junior-Senior High School Clearing House, 5:321-326. February, 1931. Illustrations of the advantages of unit organization over traditional methods and an outline of the characteristics of a teaching unit in mathematics.
161. Hanna, P. R. - "The Activity Program in Intermediate Grades," Education, 52:483-488. April, 1932. Summaries of typical units of work for the intermediate grades based on the results of ten years experimentation in the Lincoln School.
162. Horn, Ernest - "The Principles of Activity Programs," Baltimore Bulletin of Education, 10:1-3. September, 1931. Presents methods for the evaluation of activity programs.
163. Keelor, K. L., and Sweet, M. - "Units of Work: Indian Life and The Dutch Colonial Settlement." New York, Bureau of Publications, Teachers College, Columbia University, 1931. Ch. 1. "A basis for the unit of work curriculum." Pp. 1-14. A unit of work is defined as "a series of worthwhile experiences bound together around some central theme of child interest." The writer emphasizes the need for cooperative planning, and points out the place of the classroom teacher and the special teacher in the development of a unit of work.
164. Laughlin, B. - The Unit Method in Junior High School Mathematics. Junior-Senior High School Clearing House, 5:326-328. February, 1931. A brief discussion of the selection of units, establishing a learning situation, presenting learning materials, supervising study, and testing for mastery.
165. Montgomery County, Maryland - Professional Yearbook - 1931. Devoted to a discussion of units of work. Mimeographed.
166. Nash County, North Carolina, Public Schools - Large Unit Studies in the Nash County Schools, 1931.
167. Obourn, Ellsworth S. - "Science in the Integrated Curriculum," Progressive Education, 8:489-493. October, 1931. The article presents an integrated curriculum for grade seven and grade eight including units, titles, and discussion points. One year's experience with the seventh grade courses of study showed gratifying results. There is a detailed account of the teaching procedure in ninth grade science.
168. Ruediger, W. C. - "The Learning Unit," School Review, 40:176-181. March, 1932. A further exposition of the meaning of learning units from the Morrison point of view.



b. Activity Curricula.

169. Bristol, Ruth - "Ways and Means in the Project Method." *American Childhood*, 6:17-19. April, 1931. Suggestions are made for developing worthwhile projects based upon the interests and needs of the children.
170. Carey, Alice, Hanna, Paul R., and Meriam, J. L. - Partial Catalogue of Units of Work, Activities, Projects, Themes, etc., mimeographed. New York, Lincoln School, Teachers College, Columbia University, 1932. 90 pp. Lincoln School Research Studies. (To be revised and printed in June, 1932.)
171. Collings, Ellsworth - "Social Foundations of Project Teaching." *The Journal of Educational Sociology*, 5:35-42. September, 1931. Describes five different lines of projects: Excursion, Story, Construction, Play, and Skill.
172. Dayton, Ohio. Board of Education, Public Schools, "A Suggestive Course of Study for the First Grade." Dayton, Ohio, 1931. 223 pp. (Curriculum bulletin No. 1.) A description of a first grade course of study developed during three years of experimentation in the classroom.
173. Dayton, Ohio. Board of Education, Public Schools, "A Suggestive Course of Study for the Second Grade." Dayton, Ohio, 1931. 153 pp. (Curriculum Bulletin, No. 2.) A description of a second grade course of study developed during three years of experimentation in the classroom.
174. Hanna, Paul R. - "The Activity Program in the Intermediate Grades." *Education*, 52:483-488, April, 1932. Discusses the development of an activity program in the intermediate grades at the Lincoln School.
175. Keelor, Katharine, and Sweet, Mayme - "Units of Work: Indian Life and The Dutch Colonial Settlement." New York, Teachers College, Columbia University, 1931. 314 pp. An explanation of the construction and development of two units of work for Grade III.
176. Melone, Gerald H. V. - "The Changing Secondary School; I, Unifying Children's Learning Experiences." *Progressive Education*, 8:559-63. November, 1931. Describes the unified program begun in the seventh grade of the John Burroughs School (St. Louis) with the school year 1930-31.
177. Meriam, Junius L. - "A Life-Activity Curriculum." *Teachers College Record*, 33:15-25. October, 1931. "Life-activity curriculum" is advocated as its own objective.
178. Nash County, North Carolina, Public Schools - Large Unit Studies in the Nash County Schools, 1931.
179. Stevens, Marion P. - *The Activities Curriculum in the Primary Grades*. Boston, D.C. Heath & Co., 1931. 440 pp.

c. Learning Studies.

180. Adams, Roy Edgar - "A Study of the Comparative Value of Two Methods of Improving Problem Solving Ability in Arithmetic." Philadelphia, University of Pennsylvania, 1930. 68 pp. A comparative study of two methods of teaching problem-solving in Grades III and IV. In Grade IIIA, slight superiority was found in the method involving the greater amount of analysis, while in other grades the results were indecisive.
181. Cheydleur, F. D. - "The Reading Method versus the Eclectic Method in Teaching French: A Preliminary Experiment." *French Review*, 4:198-214. January, 1931.
182. Clark, Mildred, and Worcester, D. A. - "A Comparison of the Results Obtained from the Teaching of Shorthand by the Word Unit Method and the Sentence Unit Method." *The Journal of Educational Psychology*, 23:122-131. Feb., 1932.
183. Crawford, C.C. and Walker, W.L. - "An Experiment in Teaching History Backward." *The Historical Outlook*, 22:395-397. December, 1931. The authors conclude



- "The results are, however, sufficiently in favor of the backward approach to warrant a careful consideration of this method of teaching history." There is a brief description of the experiment, tables of results, and fourteen arguments favoring the backward approach.
184. Crawford, C.C. and Gray, Lillian - "Measured Results of Activity Teaching." *Journal of the N.E.A.*, 20:270. October, 1931. Reports results of a semester's work on a puppet-show activity in a fifth-grade class in English in a departmentalized elementary school. Results were measured by means of the new Stanford Reading Test, Revised, and by the Los Angeles Diagnostic Test in Language. The authors conclude, "It is possible to teach through activities and still to accomplish normal or better than normal results in the fundamental skills."
  185. Frutohey, Fred F. - "The Significance and Application of Practice Exercises." *Educational Research Bulletin (Ohio State University)* 11:61-65. Feb. 3, 1932. Points out that the use of practice exercise need not be restricted to elementary and secondary education nor to "drill" materials, but may be extended to all types of learning in which some practice is involved.
  186. Gates, Arthur I. - "An Experimental Comparison of the Study-Test Methods in Spelling." *Journal of Educational Psychology*, 22:1-20. January, 1931. The relative merits of the Study-test plan and the Test-study plan of teaching spelling were studied experimentally. The advantages and disadvantages of each method are discussed.
  187. Gatto, Frank M. - "An Experiment to Evaluate the Effectiveness of Two Reading Systems in the First Grade." *Pittsburgh Schools Bulletin*, 6:72-91. November-December, 1931. Two systems of reading, called system X and system Y, were compared by equated-group experiment with 18 children in 21 elementary schools in Pittsburgh.
  188. Hildreth, Gertrude - "The Success of Young Children in Number and Letter Construction." *Child Development*, 3:1-14. March, 1932. A learning study on the primary level.
  189. Lyman, R. L. - "A Cooperative Experiment in Composition," *School Review*, 39:748-57. December, 1931. Reports experimental teaching of written composition in 28 classes of junior high school pupils, comprised of 933 children.
  190. National Society for the Study of Education - "A Program for Teaching Science," *Thirty-first Yearbook, Part I*, 1932. Bloomington, Illinois, Public School Publishing Company, 1932. Ch. 5. "The Psychology of Science Teaching." pp. 59-75. A discussion of functional learning, the process of learning, the nature of learning, and some tasks of the curriculum maker and the teacher, with a discussion of several studies in the psychology of learning in the field of science.
  191. Norem, G.M., and Knight, F.B. - "The Learning of the One Hundred Multiplication Combinations," Report of the Society's Committee on Arithmetic, *Twenty-ninth Yearbook of the National Society for the Study of Education*. Bloomington, Illinois, Public School Publishing Company, 1930. pp.551-68. Presents data concerning the relative difficulty shown in the learning of the one hundred multiplication combinations by twenty-five third-grade children.
  192. Robertson, M.L. - "An Investigation to Determine the Relative Effectiveness of Two Methods of Teaching Elementary Science in the Fifth Grade." *Science Education*, 16:182-187. February, 1932. Comparison of the relative effectiveness of a "study-guide" and a "developmental discussion" method of teaching elementary science in the fifth grade, with respect to both immediate and delayed recall. Results indicated slight superiority of latter method.
  193. Stokes, Claude N. - "A Comparative Study of the Results of a Certain Individual Method of Instruction in Ninth-Grade Mathematics. New York, Henry Holt &

- Company, 1931. 140 pp.
194. Stone, C.W. - "An Experimental Study in Improving Ability To Reason in Arithmetic." Report of the Society's Committee on Arithmetic. Twenty-Ninth Yearbook of the National Society for the Study of Education. Bloomington, Illinois, Public School Publishing Co., 1930. pp. 589-99. "Comparative gains made by paired equivalent pupils show that the use of these tests (Stone Diagnostic and Practice Tests) produces greater gains in ability to reason in arithmetic than does the regular work in arithmetic that the tests displace," pp. 588-89.
  195. Symonds, Percival N. - "Practice versus Grammar in the Learning of Correct English Usage," Journal of Educational Psychology, 22:81-95. February, 1931. Reports experimental teaching with four classes with six procedures.
  196. Weaver, Robert B. - "The Relative Value of Intensive Study and Extensive Reading in United States History." School Review, 39:217-26. March, 1931. A report of a study to determine the historical understandings gained by pupils from intensive study involving the preparation of exercises, compared with the understandings gained from extensive readings of historical accounts. The latter method was as effective if not more effective, according to the experimental results.
  197. Zyve, C. T. - An Experimental Study of Spelling Methods. New York, Bureau of Publications, Teachers College, Columbia University, 1931. 86 pp. (Contributions to Education, No. 466.) Analysis of the commonly used methods of teaching and learning spelling into elements and controlling their use so that the effect might be measured under normal classroom conditions.

## V. LEARNING ACTIVITIES IN THE SEVERAL SUBJECTS

### a. Fine and Industrial Arts and Home Economics

198. Bonser, Frederick G. - Industrial Arts for Public School Administrators. New York, Bureau of Publications, Teachers College, Columbia University, 1930. 95 pp. A discussion of the purposes of industrial arts for each level of the pupils' progress through elementary, junior high school, and senior high school. For each purpose, the content, method of instruction, organization of courses, supervision, equipment, current salaries, and methods of measuring results are discussed.
199. A Committee Report - "Courses in Art Education for Junior and Senior High Schools." High School Quarterly, 20:37-40. October, 1931. A topical outline of a general course in art appreciation.
200. Michigan, State Department of Public Instruction - "A Handbook for Home Economics in Part-Time Schools in Michigan." Lansing, 1931. (Bulletin No. 225.)
201. Miller, Arthur L. - "A Project in Art Appreciation." School Review, 39:300-06. April, 1931. Describes a project tried at Foch intermediate school, Detroit, Michigan.
202. Todd, Jessie M. - "Drawing in the Elementary School." Chicago, Illinois. The University of Chicago, Department of Education, 1931. 60 pp. (Publications of the Laboratory Schools, No. 2.)
203. Whitford, William G. - "Experimental Unit on Color for High Schools." The North Central Association Quarterly, 6:413-24. March, 1932. "General Art Courses for High Schools." North Central Association Quarterly, 6:425-32. March, 1932.
204. Winchell, C. M. - "Home Economics for Public School Administrators." New York, Bureau of Publications, Teachers College, Columbia University, 1931. 151 pp. Discussion of aims and purposes of home economics, relation to the school and the community, organization of curricula and units of work,

problems of administration, the staff, rooms, and equipment, and adapting the course of study to the needs of the community. Selected bibliography, annotated.

#### b. Foreign Language

205. Baker, Florence M. - "The Teaching of French." Boston, Houghton Mifflin Company, 1931. 286 pp. The study of French is analyzed into its various elements and teaching techniques are presented for each element. Use is made of the available valid and reliable research studies. A chapter on classroom testing is included.
206. Mitchell, S. Lyman - "Spanish in the Junior College." *Hispania*, 14:115-20. March, 1931. Suggestions for classroom and extra class work in Spanish.
207. Scarf, R.C., and Noyer, Ralph - "Some Notes on a Curriculum for Latin Teachers." *Educational Administration and Supervision*, February, 1932. 125-132. Report of a questionnaire study which had for its aim the securing of information to aid in revising courses for prospective teachers of Latin at Ball State Teachers College.
208. Thursby, Claire C., Beach, Rofena, and Mason, Grance W. - "Department of Latin - a Handbook." *University High School Journal* (University of California), 11:20-82, May, 1931. A handbook for student teachers, but also suggestive to teachers in high schools.
209. West, Michael - *Language in Education*. New York, Longmans, Green & Co., 1931. 177 pp. Discusses the importance of language in education, and the problems in the teaching of English as a foreign language. The book includes chapters on the psychology of reading, the teaching of reading, the teaching of speech and writing, the pronunciation of English, and examinations. Bibliography and index.

#### c. Health and Physical Education.

210. American Child Health Association - "Principles and Practices in Health Education." New York: American Child Health Association, 1931. 485 pp. Proceedings of the Sixth Health Education Conference held June 16-21, 1930.
211. Anderson, Leonora, and McKinley, Florence - "An Outline of Physical Education for the First and Second Grades." New York: A.S. Barnes & Co., 1930. This book is a collection of activities in rhythms, dramatic play through stories, and games suitable for children of the first and second grades.
212. Bassett, Clara - "The School and Mental Health." New York, The Commonwealth Fund, 1931. 76 pp. Methods of handling problem children.
213. Bristow, W.H. and Vibberts, C.D. - "The Problem of Administering Health and Physical Education in Secondary Schools." *The Journal of Health and Physical Education*, November, 1931. pp. 3-5, 51.
214. Oberteuffer, D. and Dale, Edgar - Health Instruction Units for Grades 7 to 12, pp. 235-425 in Vol. III, *Health and Physical Education Series of the State of Ohio*, Department of Education, Columbus, Ohio, 1932. Presents a curriculum based primarily on 22,000 questions on health asked by Ohio secondary school pupils.
215. Woods, Elizabeth L. - "A Mental Hygiene Program in a Public-School System." *Childhood Education*, 7:409-10. April, 1931. A brief summary of the activities of the Los Angeles, California, public schools in providing guidance facilities through the medium of special classes and clinical service.



d. Language.

216. California Curriculum Commission - "The Activity Program and the Teaching of Reading." Washington, D.C. Government Printing Office, 1931. (U.S. Office of Education, Bulletin, 1931, No. 2.)
217. Colburn, Evangeline - "A Library for the Intermediate Grades." Chicago, Illinois, The University of Chicago, Department of Education, 1931. 150 pp. (Publications of the Laboratory Schools, No. 1.)
218. Harris, Julia M., Donovan, H.L., and Alexander, Thos. - "Supervision and Teaching of Reading." New York, Johnson Publishing Company, 1931.
219. Lyman, R. L. - "The Enrichment of the English Curriculum." Chicago, Illinois, University of Chicago Press, 1932. 251 pp. (Supplementary Educational Monographs No. 36.) A summary and interpretation of English curriculum experiments the country over, together with many suggestions for needed objective investigations.
220. Neblick, E., and Lyman, R. L. - "A Qualitative and Quantitative Unit in Lyric Poetry." North Central Association Quarterly, 5:508-27. March, 1931. A unit of lyric poetry for the eleventh and twelfth grade is presented and discussed.
221. Robinson, Elizabeth, and Lyman, R. L. - "Units in English Correlated with Vocational Guidance." North Central Association Quarterly, 5:528-34. March, 1931. An outline of five units, each to occupy the class for one week. Ideals of business, characters of successful men, choosing a vocation, other vocations, and salesmanship are considered.
222. Shepherd, Lou - "A Plan for Teaching Language and Literature in the First and Second Grades." Des Moines, Iowa, Wallace Publishing Company, 1931. 72 pp. Charts objectives in language and literature for grades one and two and gives a program for the attainment of these objectives.
223. Storm, Grace E. and Smith, Nila B. - "Reading Activities in the Primary Grades." Boston, Ginn & Company, 1930. 376 pp. Especially helpful in its concrete suggestions for solving the most important problems which confront the teacher of reading in the primary grades.
224. Taylor, Jean L., and Lyman, R. L. - "Three Units in American Life as Interpreted in American Literature." North Central Association Quarterly, 5:535-51. March, 1931. Designed to illustrate prominent American characteristics, past and present, through the medium of American literature.
225. Wilson, L. L. W. - "Unit Assignments in English." English Journal, 20:379-90. May, 1931. Discusses and illustrates the provision of units of work in English for pupils in the South Philadelphia high school who vary widely in ability, achievement, and interests.

e. Mathematics and Science.

226. Arnold, H. J. and Powers, S. R. - General Science Course of Study, Seventh Year (January, 1931) and Eighth Year (August, 1931). New York City, Teachers College, Columbia University, Department of Natural Science, 1931. Mimeographed.
227. Astell, Louis A. and Odell, Charles W. - "High School Science Clubs." Urbana, Illinois, University of Illinois, 1932. 77 pp. (Bureau of Educational Research, Bulletin No. 60, January 12, 1932.) An account of the science clubs reported by teachers of science in Illinois high schools during the school year 1930-31; the general purposes of the clubs and their rules and regulations; programs and other activities of the clubs. Annotated bibliography of 403 items, arranged by authors, and grouped into several classifications.
228. "The Child and Science." Progressive Education, 8:435-534. October, 1931. The whole issue is devoted to science.



229. Childhood Education, March, 1932. The theme of this number is SCIENCE FOR CHILDREN and contains many suggestions for a course in nature study and elementary science.
230. Cleveland Board of Education - Arithmetic Activities, 1931.
231. Coit, Marjorie C., Editor - Projects in Science and Nature Study. Illustrated. American Museum of Natural History.
232. Curtis, Francis D. - "The Teaching of Science in Secondary Schools of the North Central Association." North Central Association Quarterly, 6:433-474. March, 1932.
233. Hopkins, L. Thomas - "The Science Curriculum - What, How, and for Whom?" The Teacher Biologist, 1:2, November, 1931. Abstract of an address delivered before the New York Association of Biology Teachers. October 23, 1931. Emphasizes the need for more attention to the How and For Whom. At present, too much emphasis on What to teach.
234. Mackintosh, H. K. - "The Grand Rapids Nature and Science Course of Study," Science Education, 15:149-58. March, 1931. A brief description of the development and organization of the course of study for grades four, five, and six, and a discussion of several type units.
235. McKinney, Elizabeth - Science Curricula for the Fourth Grade. M.A. thesis, College of Education, State University of Iowa. 1931.
236. Monroe, W. S. and Engelhardt, M. D. - "A Critical Summary of Research Relating to the Teaching of Arithmetic." Urbana, Illinois, University of Illinois, 1931. 115 pp. (University of Illinois Bulletin, Vol. 29, No. 5, September 15, 1931. Bureau of Educational Research Bulletin No. 58.) A critical summary of studies of diagnosis and remedial treatment in arithmetic; the studies are evaluated and justified conclusions are listed. There is an extensive bibliography.
237. National Society for the Study of Education - Thirty-first Yearbook, Part I, A Program for Teaching Science. Bloomington, Illinois, Public School Publishing Company, 1932. Ch. 14. Discussion of the course of study in biology. Includes selection of curricular materials, determination of important biological principles, grade placement, illustrative units of work, and outcomes.
238. Nugent, Grace S. - The Science Curriculum in the Elementary School, Sixth Grade Unit. M.A. thesis. College of Education, State University of Iowa, 1931.
239. Parker, Bertha - "An Introductory Course in Science in the Intermediate Grades." Chicago, Illinois, University of Chicago Press, 1931. 129 pp. (Publications of the Laboratory Schools. No. 3.)
240. Schaaf, Wm. L. - "Mathematics for Junior High School Teachers." Richmond, Virginia, Johnson Publishing Company, 1931. 439 pp. Presents professionalized materials in junior high school mathematics and discusses their use and objectives.
241. Seidlin, Joseph - "A Critical Study of the Teaching of Elementary College Mathematics." New York, Bureau of Publications, Teachers College, Columbia University, 1931. 107 pp. (Contributions to Education, No. 482). An investigation of actual classroom procedures employed by teachers of college mathematics in twenty Eastern colleges and universities.
242. Simpson, I. Jewell - "Arithmetic Goals: Suggestions for Testing and for Corrective Work." Maryland School Bulletin, Vol. XI, No. 3. Baltimore: State Department of Education, 1930. A revised and expanded edition of an earlier bulletin including a statement of the objectives of the arithmetic of the various grades and suggestions regarding methods of teaching and remedial work.

f. Social Science.

243. Aquina, Sister Mary - "The Unit Plan of Teaching." Catholic School Journal, 31:124-27, April, 1931. Presents pre-test, unit understanding, elements of learning, minimal essentials, and study directions for a history unit on "The coming of big business to America."
244. Baltimore Bulletin of Education - New Courses of Study in History and Geography for Intermediate Grades. April, 1931. The whole issue is devoted to this theme.
245. "Examples of the Problem-Solving Method of Teaching Geography," Baltimore Bulletin of Education, 10:25-48. October, 1931. The whole issue is devoted to the subject of geography and includes several units of work in this subject.
246. Hahn, A. J. - "Four Units to Illustrate Motivation in the Teaching of Geography." School Science and Mathematics, 31:25-32; 177-83, 301-304; 439-43. January-April, 1931. The units were chosen from a course in geography which the writer tried out in the Proviso High School in Maywood, Ill. Adjustments and relationships are stressed.
247. Hahn, J. L. - "Kindergarten-Primary Activities in the Social Studies." American Childhood, 16:14-16. June, 1931. An illustrated article presenting in some detail three units in social studies in kindergarten, first, and third grade.
248. Keelor, K. L., and Sweet, Mayme - "Units of Work: Indian Life and The Dutch Colonial Settlement." New York, Bureau of Publications, Teachers College, Columbia University, 1931. 314 pp. An explanation of the construction and development of two units of work for Grade III.
249. McMurtry, Charles A. - Practical Teaching - Large Projects in Geography. Johnson Publishing Company, 55 Fifth Avenue, New York, 1931.
250. Masgrave, Elizabeth - "A Unit of Work in History in the Fifth Grade." The Elementary School Journal, 32:223-26. November, 1931. A description of the activities engaged in by a fifth-grade class studying the Norman Conquest. Analysis of unit in terms of subjects indicated integration with literature, composition, arithmetic, geography, history, music, and spelling.
251. Naumann, Grace - "Social Studies the Basis of a Year's Work in a First Grade." Baltimore Bulletin of Education, 10:3-6. September, 1931. Describes the development of a unit of work in the social studies in a first grade.
252. Quinn, M. L. - "A Geography Project on Switzerland." Baltimore Bulletin of Education, 10:17-18, September, 1931. Tells how a unit in geography was coordinated with other subjects in the curriculum.
253. Reed, Mary, and Wright, Lula E. - The Beginnings of the Social Science. Scribner, 1932. Shows the development of interests and knowledge of young children in the social sciences through a social living together and sharing of many first-hand and vicarious experiences.
254. Reeder, Edwin H. - "Geography for Public School Administrators." New York, Bureau of Publications, Teachers College, Columbia University, 1931. 100 pp. A discussion of present-day problems in geography.
255. Storm, Grace E. - The Social Studies in the Primary Grades. Chicago: Lyons & Carnahan, 1931. 596 pp.
256. Stull, DeForest and Raisz, Edwin J. - Simplified Home-Geography Activities Book. Chicago, A. J. Nystrom and Company, 1931. 120 pp. Children in third or fourth grades are expected to use this activities book for preparing a geography of their own home region.

g. Teacher Training.

257. Class, Edward C. - "Prescription and Election in Elementary School Teacher Training Curricula in State Teachers Colleges." New York, Bureau of Publications, Teachers College, Columbia University, 1931. 92 pp.

(Contributions to Education, No. 480.) History and trends of curricular requirements for training teachers in Teachers Colleges and Normal Schools.

258. Cox, George J. - "Art-Teacher Training for the Changing Curriculum." Teachers College Record, 33:52-62. October, 1931. Objectives of teacher training in art are to be ideal but reached by a practicable path.
259. Cox, Meredith J. - "A Project in the Professionalization of Subject Matter Through the Study of Halogens," Peabody Journal of Education, 9:159-162. November, 1931. Presents method used to simplify a chemistry unit from the college level to the level of high-school freshmen.
260. Gates, Arthur I. - "The Place of Educational Psychology in the Curriculum for the Education of Teachers." (In National Society of College Teachers of Education, Yearbook 20. pp. 21-36.)
261. Kyte, George C. - "Specific Requirements in the Two-Year Curricular for Training Elementary School Teachers in Representative Teachers Colleges and Normal Schools," Educational Administration and Supervision, 17:401-16. September, 1931. An investigation of the subjects and courses required in various two-year teacher training curricula specifically stated in the bulletins and catalogs of 39 representative teachers colleges and normal schools in 27 states.
262. Scarf, R. C. and Noyer, Ralph - "Some Notes on a Curriculum for Latin Teachers." Educational Administration and Supervision, 17:125-132. February, 1932. Report of a questionnaire study which had for its aim the securing of information to aid in revising courses for prospective teachers of Latin at State Teachers College.
263. Smith, D. V. - "Suggested Content for a Course in Children's Literature." Elementary English Review, 8:127-133. June, 1931.
264. Snyder, Agnes - An Introduction to Teaching; Manual for a Laboratory Course in Education. Towson, Maryland, Maryland State Normal School, 1926. 63 pp. \$.50.
265. Walther, E. Curt - Suggestions for the Teaching of the Geography of Africa; Unit Study in Professionalized Subject Matter. Towson, Maryland, Maryland State Normal School, 1929. 32 pp. \$.50.

#### h. Miscellaneous.

266. Allen, Richard D. - "The Adviser's Program in the Junior High Schools of Providence." Junior-Senior High-School Clearing House, 5:428-33. March, 1931. Taking into account eight principles, presents a program for making the class adviser's task a composite one and an articulating element in the school.
267. Bassett, Clara - The School and Mental Health. New York, The Commonwealth Fund, Division of Publications, 1931. 485 pp. Methods of handling problem children.
268. Becker, Beatrice and Gunder, Louise - "Summer Safety Project at School No.60," Baltimore Bulletin of Education, 10:15-17. September, 1931. Describes a spring campaign for a safe and happy summer vacation conducted to avert the child fatalities and accidents so apt to occur during the summer months.
269. Bower, W. C. - "Character Through Creative Experience," Chicago, University of Chicago Press, 1930. 276 pp. "A discussion of the objectives of education in terms of the achievement of an intelligent and effective moral personality and the techniques that are involved in creative experience."
270. Chicago Principal's Club, Sixth Yearbook; Character Education. Edited by Gilbert H. Wilkinson, Vernon L. Bowyer, and Olive Winter. Chicago; Chicago Principals' Club, 1931. 292 pp. Discusses the history and theories of character training in general, presents some typical plans as carried out on the various units of the school system, and the last part



- contains studies made by principals and teachers in an effort to evaluate the various methods, plans, and classroom procedures in use.
271. Coxe, Warren W. and others - Courses of Study and Curriculum Offerings in Junior High Schools in New York State. Albany, New York, The University of the State of New York, 1931. 330 pp. Part I - Analysis of Junior High School Courses.
  272. Durling, Dorothy C. - A Kindergarten Boat; Diary Record of a Kindergarten Activity. Towson, Maryland, Maryland State Normal School, 1929-30. 29 p. \$.40. Mimeographed.
  273. EDUCATION - Some Extra-Curricular Activities. November, 1931. (Whole Number).
  274. Fitzpatrick, Loretta M.; and Brown, Fannie W. - The Home Room of a Junior High School. Ann Arbor, Michigan: George Wahr, 1930. 100 pp.
  275. Fox, F. C. - "Curriculum Construction in Safety Education." Washington, D.C.: U.S. Government Printing Office, 1932. (U.S. Office of Education Bulletin, 1932, No. 8.) Includes discussion of the organization of a curriculum committee; objectives in safety education as determined by pupil activities, by courses of study, and by other materials; and ways and means of administering a safety program in the elementary schools; together with a comprehensive bibliography.
  276. Good, Iris C. and Crow, Jane M. - Home-Room Activities. New York, Professional and Technical Press, 1930. 325 pp. A presentation of programs, plans, and devices which have been found successful. Includes chapters on objectives of the home-room, organization of the home-room, the counseling program, student participation in school government, procedure in the home-room meetings, how to study, and programs for special seasons and occasions.
  277. "Handbook for Counselors." California Quarterly of Secondary Education, 6:211-19; 287-305. January, April, 1931. A guiding philosophy of secondary education, the functions of counseling, and a training program for counselors.
  278. Hendrix, S. Gertrude - "Teaching Devices on the High-School Level." Urbana, Illinois, University of Illinois, 1931. 42 pp. (University of Illinois Bulletin, Vol. 28, No. 42. June 16, 1931. Bureau of Educational Research Bulletin No. 56.) A collection of 78 teaching devices secured from a graduate thesis classified according to subject.
  279. Hunter, Frederick M. - "Activity Units for Kindergarten, Grades One and Two." American Childhood, 16:17-19, May, 1931. Activity units for kindergarten and grades one and two taken from an activities program developed by the public schools in Oakland, California.
  280. Lockhart, Raymond J. - Units of Safety Education by Correlation in a Secondary School Curriculum. Master's thesis, 1931. New York University, New York, N.Y. 104 p. ms. Safety education is correlated with the various subjects in a secondary school curriculum.
  281. Whitney, A. W. and others - A Guide Book for Safety Education. New York, National Bureau of Casualty and Surety Underwriters, 1931. Suggestions for relating safety education with other subjects and activities in the primary and intermediate-school grades.
  282. Zyve, Claire - "Experiments in the Teaching of Integrity." Teachers College Record 32:359-74; January, 1931. A discussion of the degree to which practice and generalizations of conduct in one or many specific school-room situations carry over to another situation which has not previously been discussed. "If any assumption may be made from these data, it is that at least in the elementary school the generalized discussions of fair play and integrity are not entirely adequate for the teaching of the working practice of these traits."

VI. TIME ALLOTMENT AND GRADE PLACEMENT.

283. Downing, Elliot R. - Teaching Units in Biology - an Investigation. North Central Association Quarterly, 5:453-70, March, 1931. An investigation concerning the time required to teach certain units in biology to the point of mastery.
284. Gillet, Harry O. - The Placement of Arithmetic Topics, Journal of the N.E.A., 20:199-200. June, 1931. Description of the general technique employed by the authors in experiments concerning the grade-placement of topics in arithmetic. Findings of completed experiments reported and investigations under way are listed.
285. Harap, Henry - "Time Allotment and Grade Placement," Review of Educational Research, 1:30-37. January, 1931. A critical discussion of the two topics with a report and evaluation of the significant research studies.
286. Horan, Ellamay - "Grade-placement and Grade-emphasis of Virtues." Journal of Religious Instruction, 2:88-101. September, 1931. Those grades in the school wherein certain ideals should first receive curricular attention.
287. Lewerenz, Alfred S. - "Objective Measures for Selecting Reading Materials," Los Angeles Educational Research Bulletin, 2:54-6. December, 1931, pp. 54-56. Use of the Lewerenz Vocabulary Grade Placement Formula with various types of reading material is discussed.
288. Lindahl, Hannah M. - "History in the Intermediate Grades." Elementary School Journal, 32:257-65. December, 1931. An examination of 57 courses of study in history for grades 4-5-6.
289. Morphett, Mabel V. and Washburne, C. - "When Should Children Begin to Read?" Elementary School Journal, 31:496-503. March, 1931. A report of a study conducted at Winnetka, Illinois, as a result of tracing reading difficulties to their origin.
290. Nettels, C. H. - "Pupils' Reactions to General Science Courses," Los Angeles Educational Research Bulletin, 11:1-5. September, 1931. Senior-high-school pupils enrolled in chemistry classes were asked to state their reactions to the general science courses that they took in junior high school.
291. Rath, L. E. - The Grade Placement of Addition and Subtraction of Fractions, Educational Research Bulletin, 11:29-38. January 20, 1932. Indicates the unreliability of grade placement by the use of scores made on intelligence tests and points out other factors to be considered.
292. Sauble, Irene - "The Effect of Time Allotment on Achievement in Arithmetic in the Second Grade." Detroit Educational Bulletin, 15:5-7. September, 1931. A report of a controlled experiment; one of the tentative conclusions indicated that amount of gain in achievement was not considered proportionate to the additional time expenditure.
293. Washburne, C. - "One Reason Children Fail in Arithmetic," Progressive Education, 9:215-23. March, 1932.
294. Washburne, Carleton - "Mental Age and the Arithmetic Curriculum: A Summary of the Committee of Seven Grade Placement Investigations to Date." Journal of Educational Research, 23:210-31. March, 1931. A discussion of the techniques employed, presentation of data, and conclusions drawn from experiments with respect to grade-placement of topics in the course of study in arithmetic. Conclusions point to importance of intelligence test scores, and suitable achievement in prerequisites to each topic.
295. Wilson, Howard E. and Erb, Bessie F. - "A Survey of Social-Studies Courses in 301 Junior-High Schools." School Review, 39:497-507. September, 1931. Based primarily on 301 replies to a questionnaire sent to 629 junior-high schools distributed in 13 states of the United States.

## VII. PROVIDING FOR MASTERY.

### a. Adapting Instruction to Individuals.

296. Burr, Marvin Y. - "A Study of Homogeneous Grouping." New York, Bureau of Publications, Teachers College, Columbia University, 1931. 69 pp. (Contributions to Education, No. 457.) A study of the educational achievements of homogeneous groups with emphasis in variability as a very important supplement to central tendency; an examination of the underlying causes of overlapping of group achievement and an attempt to evaluate statistically the extent to which homogeneous grouping eliminates the need for further adjustment to individual differences in achievement.
297. Calkins, - "A Curriculum Study Demonstrating the Use of the Contrast Method in American History for Eleventh Grade Pupils of Exceptional Ability." Master's Thesis, Kansas State Teachers College.
298. Herriott, M. E. - "Curriculum Adjustments for Slow-Learning Pupils in the Junior High School," Los Angeles Educational Research Bulletin, 11:74-81. February, 1932. Presents the results of an investigation into the dispositions made of slow-learning pupils by Los Angeles junior high schools.
299. Keliher, Alice V. - "A Critical Study of Homogeneous Grouping." New York, Bureau of Publications, Teachers College, Columbia University, 1931. 165 pp. (Contributions to Education, No. 464.) Discusses the evolution of some of the significant concepts involved in school provisions for individual differences and presents critical analyses of the basic implied assumptions. With other conclusions the author lists: "The major conclusion is that homogeneous grouping is not desirable in our elementary schools."
300. Odell, C. W. - "Provisions for Mentally Atypical Pupils." Urbana, Illinois, University of Illinois, 1931. 73 pp. University of Illinois, Bulletin, Vol. 29, No. 6, September 18, 1931. (Bureau of Educational Research Bulletin, No. 59.) A description of current practices and some suggestions for provisions for mentally atypical pupils.
301. Rabourn, Susie McD. W. - "English Curriculum for Pupils of Low I.Q." English Journal, 20:449-54. June, 1931. Emphasizes the need for drill on essentials, simple literature of life interest, and development of reading ability.
302. "School Organization." Review of Educational Research, 1:163-244. June, 1931. A survey of research in ability grouping presenting a summary of the data on how ability groups work, and how well they work. Critical discussion of the problem and a bibliography of 148 items.
303. Rieman, Janet L. - Individualization of Grammar in the Intermediate Grades. The Elementary English Review, 8:91-4. April, 1931.
304. Walters, R. G. - The Contract Plan Applied to Commercial Subjects. The Balance Sheet, 13:82-6. November, 1931.

### b. Distribution of Practice.

305. Carson, T. E., and Wheeler, L. R. - "Rehabilitation in Arithmetic with College Freshmen," Peabody Journal of Education, 8:24-7. July, 1930. Reports inability of college freshmen in arithmetic as shown by scores on Woody-NeCall tests in mixed fundamentals. Also described the method used to bring these students up to eighth-grade standards.
306. Greene, E. B. - "The Retention of Information Learned in College Courses." Journal of Educational Research, 24:262-73. November, 1931. The author



reports the results of a study of retention of information in zoology, psychology, and physiological chemistry after periods of four months, eight months, twelve months, sixteen months, and twenty months. "With regard to the general shape of the curves given in all of the diagrams, it is fairly clear that there is a period of rapid forgetting followed by a period of slower forgetting." ... "...it seems highly probable that under more controlled conditions prediction formula would be found to be very reliable for such material."

307. Osburn, W. J., and Poltz, P. J. - "Permanence of Improvement in the Fundamentals of Arithmetic." Educational Research Bulletin, 10:227-234. April 29, 1931. Description of the administration of a country-wide remedial program in arithmetic and presentation of data showing the permanence of the improvement that was secured.
308. Stone, John C., Hopkins, L. Thomas, and Brownfield, M. L. - "The Construction of Arithmetic Practice Material." Chicago, Benjamin H. Sanborn & Company, 1931. 32 pp. A teacher's manual for objective drills and problems in arithmetic.

#### c. Testing Results.

309. Altman, J. E. - "A Critical Study of the Content of Standardized Tests in American History." Summarized in Peters, C. C., and Struck, F. T. - Abstracts of Studies in Education, at the Pennsylvania State College. State College, Pennsylvania, Pennsylvania State College, n.d. (Penn State Studies in Education, No. 2. pp. 39-40.) A study to determine if standardized tests in American History stress socially valid items. The analysis of test items was compared with the results of other studies and the complete summary of results showed many discrepancies.
310. Brueckner, L. J. and Melby, E. O. - "Diagnostic and Remedial Teaching." Boston, Houghton, Mifflin Company, 1931. 598 pp.
311. Hildreth, Gertrude, and Griffiths, Nellie - "First Grade Readiness Tests." (In process.) Yonkers-on-Hudson, New York, World Book Company. These tests will be used next year in an extensive study of readiness for first grade work and subsequent success in such work.
312. Hildreth, Gertrude - "Bibliography of Mental Tests and Rating Scales." Manuscript. New York, Lincoln School of Teachers College, Columbia University. Contains list of learning tests and tests in all phases of school achievement.
313. Hirschman, Margaret L. - "Units of Remedial Work in Written Composition." Baltimore Bulletin of Education, 10:13-15. September, 1931. Describes units of remedial work for developing content and improving form in written composition in a fifth and sixth grade classroom.
314. Lord, F. E. - "Curricular Validity of the Stanford Achievement Dictation Test." The Elementary English Review, 8:113-116. May, 1931.
315. Monroe, W. S. and Engelhardt, M. D. - "A Critical Summary of Research Relating to the Teaching of Arithmetic." Urbana, Illinois, University of Illinois, 1931. (University of Illinois Bulletin, Vol. 29, No. 5, Bureau of Educational Research, Bulletin No. 58. (September 15, 1931.) Ch. 5. "Methods of diagnosis and remedial treatment." pp. 68-75.
316. National Society for the Study of Education - "Changes and Experiments in Liberal Arts Education," Thirty-First Yearbook, Part II, 1932, pp. 193-197. A discussion of achievement tests and substitutes for course credits by Dean C. S. Boucher of the University of Chicago.
317. O'Brien, F. F. - "What We Test in School and How We Test." University of Kansas, Bulletin of Education, 3:7. April, 1931. This article calls attention to prevailing tendency of school tests to emphasize memory, unrelated facts, formal skills, and routine habits and to neglect more important outcomes, such as using, applying, and interpreting what is

- learned, or reaching conclusions and meeting practical difficulties.
318. Sangren, Paul V. - "Improvement of Reading Through the Use of Tests." Kalamazoo, Michigan, Western State Teachers College, 1931. 207 pp. (Bulletin, Vol. 27, No. 2. Issue of Fall Quarter, 1931.) Presents a discussion of teaching procedures in reading, use of tests for teaching purposes, the construction of reading tests, and causes of deficiencies in reading.
319. Tyler, R. W. - "Measuring the Ability to Infer," Educational Research Bulletin, 9:475-480. November 19, 1930. Describes a method of measuring the ability of a student to draw inferences from the facts which are presented.
320. Tyler, R. W. - "Generalized Technique for Conducting Achievement Tests." Educational Research Bulletin, 10:199-208. April 15, 1931. Description of ten steps in the construction of achievement tests based on the objectives of instruction.

#### VIII. SELECTING LEARNING EQUIPMENT AND SUPPLIES.

##### a. Selecting Supplies.

321. Bonser, Frederick G. - Industrial Arts for Public School Administrators. New York, Bureau of Publications, Teachers College, Columbia University, 1930. Equipment, Materials, Cost of materials. pp. 26-31.
322. Brown, H. E. and Bird, Joy - Motion Pictures and Lantern Slides for Elementary Visual Education. New York, Bureau of Publications, Teachers College, Columbia University, 1931. 105 pp. An inclusive catalog of aids in visual education for the elementary school.
323. "The Child and Science," Progressive Education, 8:435-540. October, 1931. The whole issue is devoted to science.
324. Day, O. H. - "Standard Shop Equipment Lists." Industrial Education Magazine, 33:320-23. April, 1931. The standard list of equipment for shops in Kansas City, adopted after extended study and research.
325. Dunn, Fannie W. - "Educative Equipment for Rural Schools." New York, Bureau of Publications, Teachers College, Columbia University, 1921. 23 pp. This book contains many economical suggestions.
326. Holy, T. C. and Sutton, H. D. - "Lists of Essential Apparatus for Use in High-School Sciences." Columbus, Ohio: Ohio State University, 1931. 32 pp. (Bureau of Educational Research Monographs, No. 12.) Report of a study to determine the apparatus most essential in the teaching of biology, chemistry, general science, and physics in high school, together with approximate costs, for a class of 24 students. There is a discussion of how the essential items were determined, and lists of apparatus for each subject.
327. Industrial Arts Cooperative Service. Members' price list.
328. Maryland State Department of Education - "Industrial Arts Manual for County High Schools." Baltimore, 1930. Contains a list of equipment for smaller high schools.
329. National Society for the Study of Education - Thirty-first Yearbook, Part I, "A Program for Teaching Science." 1932. Ch. 16. A discussion of science rooms and their equipment in the light of current practices, and a list of nine principles basic to the solution of problems yet unsolved. The next steps and needed research studies are indicated. There is a brief discussion of science rooms and equipment in teacher-training institutions.

330. Newkirk, L. V. and Stoduard, G. D. - "The General Shop." Peoria, Illinois, The Manual Arts Press, 1929. 190 pp. Includes a suggestive list of equipment for the more common kinds of work for a class of 20 students.
331. Spain, C. L., Moehlman, A. B., and Foster, F. W. - "The Public Elementary School Plant." New York, Rand McNally and Company, 1931. 602 pp. Discussion of the principles involved in the construction and furnishing of elementary school buildings.
332. Stevens, Marion Paine - "The Activities Curriculum in the Primary Grades." Boston, D. C. Heath & Company, 1931. "The Equipment for an Activities Curriculum." pp. 403-425. A classified list of equipment for an activities curriculum for use by children and teachers. There is included a graded list of general books for room libraries and supplementary reading.
333. Stevens, Marion P. - Primary Equipment: A Classified List of Primary Furnishings, Apparatus, and Materials with Descriptive Notes. Ethical Culture School, 33 Central Park West, New York City.
334. Warner, W. E. - "Principles and Examples of School-Shop Planning." (In American School and University, Yearbook 3. New York City, American School Publishing Company, 1930.)
335. Youtz, P. N. - "School Buildings that Educate," Progressive Education, 9:189-194. March, 1932.

#### b. Selecting Texts.

336. Aldworth, Eleanore - A Comparison of Principles for Evaluating Health Source Materials with Those Designed for General Textbooks. Master's thesis, 1931. New York, New York University. 107 p. ms. Principles for judging textbooks in general received as much critical study as did the seven health authorities used in the comparison.
337. Cheyette, Irving - "Scientific Evaluation of School Music Textbooks," Musical Courier, December 26, 1931. An attempt to measure objectively the elements in construction of a course of study in music.
338. Davis, Mrs. David R. - "A Comparative Study of Textbooks in Junior High School Mathematics." High School, 8:103-14. February, 1931. Ten series of mathematics textbooks were compared as to aims, subject matter, problems (verbal and mechanical), order of introduction of subjects, methods of presentation, and methods of motivation.
339. Harap, Henry - "Evaluation of Curricula and Texts," Review of Educational Research, 1:43-45. January, 1931. Presents a brief summary of the evaluation of courses of study in action, of course of study bulletins, and the evaluation and selection of textbooks. Bibliography of 18 items.
340. Harring, Sydney - "What Primer Shall I Use Next?" The Elementary School Journal, 23:207-213. November, 1931. Presents findings of the percentages, words common to any two of 15 well-known primers; the number of different words, total number of words, average number of times each word was repeated, and average number of new words to a page, in each primer. There is an analysis of the data and comparison with Gates' and Thorndike's word lists.
341. Jensen, F. A. - "Current Practices in Selecting Textbooks for the Elementary School." (In National Society for the Study of Education, Thirtieth Yearbook, Part II, 1931. pp. 127-42.)
342. Jensen, Frank A. - "Current Procedure in Selecting Textbooks." Chicago, J. B. Lippincott Company, 1931. 157 pp. A report of a survey of current practices of selecting textbooks in cities having a population of 25,000 or more. Among the different sources consulted were: state statutes and city charters; rules and regulations of boards of education; policies and practices of publishers; reactions of publishers' managers and representatives; current literature on the subject and practices commonly



- followed in the city school systems. There is a selected bibliography.
343. Maxwell, C. R. - "The Use of Score Cards in Evaluating Textbooks." (In National Society for the Study of Education, Thirtieth Yearbook, Part II, 1931. pp. 143-162.)
344. Merrill, Frances E. - "The Formulation of Criteria for the Evaluation of Typewriting Textbooks and a Comparison of Current Typewriting Texts According to the Criteria." Master's thesis, 1931. New York, New York University. 118 p. ms. A study was made of the collection of typewriting texts in the office of the Department of business education, New York University.
345. Ruch, Giles M. and Meyer, Stanton H. - "Comparative Merits of Physics Tests." School Science and Mathematics, 31:676-80, June, 1931. Six sets of physics tests were given to physics classes in five California high schools, Form A being followed by Form B (if any).
346. Williams, Robert L. - "The Selection of Mathematics Texts in the Junior High School." School Science and Mathematics, 31:284-91. March, 1931.

#### IX. APPRAISAL OF COURSES OF STUDY.

347. Dayton, Ohio - Board of Education, Public Schools. "Criteria of Procedure." (In A Suggestive Course of Study for the First Grade.) 1931. p. 8. Curriculum Bulletin No. 1. Suggests 10 criteria for the evaluation of first grade curriculum.
348. Everson, Helene - Appraisal of a Course of Study in Spelling. M.A. thesis, 1931. College of Education, University of Iowa.
349. Mounts, Francis M. - A Critical Evaluation of the Vocabularies of Three Spelling Textbooks. M.A. thesis, 1931. Iowa City, College of Education, University of Iowa.
350. Nettels, C. H. - "Pupils' Reactions to General Science Courses." Los Angeles Educational Research Bulletin, 9:1-5. September, 1931.
351. Runkle, Robert L. - "High School Seniors' Evaluation of Subjects." M.A. thesis, 1931. Iowa City, University of Iowa, College of Education.
352. Stevens, M. P. - "The Activities Curriculum in the Primary Grades." Boston, Heath, 1931. pp. 299-300.

I N D E X

- Activity Programs: 161 through 179;  
184, 332, 352.
- Agriculture: 150, 151, 153.
- Arithmetic: 21, 114, 116, 118, 180,  
191, 194, 202, 230, 236, 242,  
284, 291 through 294, 305, 307,  
308, 315.
- Art: 199, 201, 258.
- Bibliographies: 1 through 7, 312.
- Biology: 119, 120, 283.
- Character Education: 269, 270, 282,  
286.
- Chemistry: 130, 132, 259.
- College: 10, 34, 36, 42, 52,  
84 through 90, 241, 305, 306,  
316.
- Commercial: 74 through 76, 79, 80,  
90, 182, 304, 344.
- Elementary: 9, 14, 15, 24, 25, 99,  
102 through 104, 116, 129, 134,  
161, 192, 202, 217, 235, 238,  
239, 250, 331, 341.
- English Language: 84, 87, 100, 107,  
111, 195, 219, 220, 221, 222,  
225, 301.
- English Language--Composition: 14,  
15, 99, 103, 189, 313.
- English Language--Grammar: 101, 105,  
108, 110, 303.
- Equipment and Supplies: 321 through  
346.
- French Language: 181, 206.
- General: 1, 7, 13, 17, 18, 19, 24, 37,  
41, 43, 50, 54, 55, 57, 59, 60,  
63, 65, 67 through 71, 73.
- General Science: 122 through 124, 226,  
290, 350.
- Geography: 53, 58, 244 through 246,  
249, 252, 254, 256, 265.
- Grade Placement: 283 through 295.
- Handwriting: 157.
- Health: 81 through 83, 144, 210, 212,  
213, 214, 336.
- High School: 8, 11, 22, 28, 30, 32,  
33, 40, 45, 46, 47, 48, 56, 64,  
66, 72, 92, 105, 113, 119, 120,  
124, 128, 133, 203, 227, 232, 246,  
278, 280, 297, 351.
- History: 11, 53, 134, 136, 183, 196,  
244, 250, 288, 297, 309.
- Home Economics: 5, 6, 77, 89, 91  
through 93, 200, 204.
- Home Rooms: 274, 276.
- Homogeneous Grouping: 296, 299.
- Individual Differences: 296, 304.
- Industrial Arts: 154, 198, 321, 327,  
328.
- Industrial Education: 146.
- Jewish: 31.
- Junior College: 26, 206.
- Junior High School: 12, 27, 38, 40,  
44, 49, 62, 81, 92, 106, 126, 137,  
155, 226, 240, 266, 271, 274, 298,  
338, 346.

Index (Continued)

- Language: 99 through 112.
- Latin Language: 207, 208, 262.
- Learning: 180 through 282.
- Libraries: 217.
- Literary Backgrounds: 102.
- Literature: 220, 222, 224, 263.
- Mathematics: 88, 113 through 118,  
160, 164, 193, 240, 241, 358,  
346.
- Mechanical Drawing: 78.
- Mental Hygiene: 212, 215, 267.
- Motion Pictures: 322.
- Music: 159, 337.
- Nature Study: 4, 129, 228, 229, 231,  
234.
- One-Teacher Schools: 29.
- Parent Education: 3.
- Physical Education: 20, 85, 138, 142,  
144, 211, 213.
- Physics: 128, 131, 345.
- Placement (teacher): 139.
- Primary: 114, 118, 173, 174, 178,  
187, 188, 191, 223, 247, 251,  
255, 272, 279, 289, 311, 332,  
333, 347, 352.
- Problem-Solving: 180.
- Project Method: 159, 171.
- Psychology, Educational: 260.
- Reading: 187, 216, 218, 223, 287,  
289, 318, 340.
- Reading Interests: 86, 104, 109.
- Rural Schools: 39, 325.
- Safety: 268, 275, 280, 281.
- Science: 2, 119 through 132, 147,  
167, 190, 192, 227 through 229,  
232 through 235, 237 through 239,  
323, 326, 329.
- Shops: 324, 330, 334.
- Slides: 322.
- Spanish Language: 206.
- Special Education: 154.
- Speech: 158.
- Spelling: 186, 197, 348, 349.
- Social Needs: 16.
- Social Studies: 12, 133 through 137,  
243 through 256, 295.
- Supervision and Supervisors: 141.
- Teacher Training: 34, 51, 61, 138  
through 150, 257 through 265.
- Testing Results: 309 through 320.
- Textbooks: 336 through 346.
- Time Allotment: 283 through 295.
- Vocabulary: 112.
- Vocational: 151 through 154.
- Vocational Guidance: 221, 266, 277.



## THE SOCIETY FOR CURRICULUM STUDY

### NEWS BULLETIN

1932 : No. 6.

October 24, 1932.

#### NEWS NOTES

##### THE CURRICULUM OF NEW COLLEGE

New College of Teachers College under the leadership of Thomas Alexander, is developing a new college curriculum which should be watched with interest by students of curriculum making. The students will have contacts with recreational centres, club, farm, shop, and factory. They will travel at home and abroad. These contacts will form the basis of four major seminars:

1. Science and invention, particularly in reference to their influence on modern life.
2. Human relationships as expressed in current social, economic, industrial, political, national and international life.
3. Esthetics, with emphasis on the expression of contemporary life in the arts.
4. Philosophy, religion and ethics in their bearing on fundamental problems.

As the interests of students develop, they will be guided into specialized courses. Other systematic courses, not directly related to the seminars, will be pursued to meet a student's special interest or need. Specific preparation for teaching will begin with exploration in informal groups and later in classes. This will be followed by a period of student teaching in the field of the student's major interest. Finally, the test of all his preparation is a year of internship.

The Board of Directors and advisory board of the Progressive Education Association held a meeting at Vassar College during the last week of April, at which time it appointed a Committee on Social and Economic Problems with Mr. George S. Counts as chairman. The purpose of the committee is to promote thoughtful and systematic study of present economic and industrial problems within the schools and their affiliated agencies of the association.

Under the joint auspices of the College Presidents' Association of Pennsylvania and the Pennsylvania Department of Public Instruction, a special curriculum will be introduced in certain selected school systems.

"Elective opportunities will be modified in favor of a unitary curriculum with one or two very broad options such as science and mathematics, or language, literature, and history." ..... "The revised curriculum will assume that anything once learned will be counted on thereafter, in its reasonable essentials, as part of a pupil's equipment; it will be repeatedly reviewed during later years in its own field from new points of view, and may be expected to appear in other subjects as appropriate relationships can be established." ..... "The formal substitute for credit will be found in objective measures on tests of a comprehensive nature in which there is always much more to be done, and in which the score is a reliable reflection of assimilated knowledge, rather than an evidence of ideas recently and temporarily acquired."

Writing in the May, 1932, issue of PROGRESSIVE EDUCATION, Miss Norma Smith, State Supervisor of Elementary Education, reports that the revision of the course of study now used by Alabama elementary teachers was a co-operative undertaking on the part of the State Department of Education, representatives from the teachers' colleges, 50 supervisors, and approximately 3,000 teachers, collaborating under the direction of a specialist in curriculum making.

Mr. John C. Parker has just been elected Director of Curriculum in Fort Worth, Texas. He has the distinction of occupying the only newly created position of curriculum director in the country this year. He will be working with some most interesting problems which have to do with the incorporating of different phases of economic and social life into the curriculum in the new Fort Worth courses.

Mr. Herbert B. Bruner writes that his curriculum laboratory has received twice as much material this year as last and that the quality is vastly superior to that of any other year. He is planning to go through this material in order to discover units of work of value to the committee on "New Economic Curriculum Materials".

The Executive Committee would appreciate suggested themes for our February meeting which will be held at Minneapolis in connection with the Department of Superintendence. The following themes are being considered: Indoctrination as Related to the Curriculum; Further Development of "Relation Between the Curriculum and Changing Economic Life"; A Critical Survey of Integrated Curricula; Taking Stock of Curriculum Change in the Last Decade; The Training of Teachers for Curriculum Making; The Putting of Printed Courses of Study into Practice.

A mimeographed bulletin of seventeen pages prepared by W. W. Charters of Ohio State University, director of the Pharmacy Study of 1923-26, is an evaluation of the use made of the report, BASIC MATERIALS FOR A PHARMACEUTICAL CURRICULUM, during the past five years. The replies from fifty-three colleges of pharmacy indicate satisfaction with the use made of the study since the report was published. The investigation in question has received widespread attention in educational circles as a painstaking example of the technique of job or activity analysis in curriculum making. Journal of Educational Research, September 1932, p. 74.

It is suggested that since the call for bibliographical items goes out each year in April, it would be helpful if the members systematized their collection of references. If every member would write and keep on file the references to curriculum making that are of special interest to him in the course of the year, these could be submitted without delay to the bibliographer when the call goes out.

Nine students are working for the doctor's degree in the field of the curriculum as over against six last year and four the year before at Teachers College, Columbia University, under the direction of Mr. Herbert Bruner.

The May meeting of the Curriculum Conference of Southern California Cities was held at the University of Southern California on May 21, 1932. Mr. M.E. Herriott of Los Angeles presided over two sessions which were devoted to the following themes: (1) Integration of the Language Arts, and (2) Principles Which Will Integrate Elementary, Secondary and Higher Education.

It may interest the members to know that the following organizations issue mimeographed units of work which are available at nominal cost:

Reed, Mary, Editor. Kindergarten-Primary Department,  
Teachers College, Columbia University, New York City.  
State Teachers College, Slippery Rock, Pennsylvania.  
Western State Teachers College, Kalamazoo, Michigan.  
York, Pennsylvania. Department of Elementary Education.

For descriptive notes of these units, see Catalog : Units of Work, Activities, Projects, etc. by Carey, A. E., Hanna, Paul R., and Meriam, J. L., published by Bureau of Publications, Teachers College, Columbia University.

Under the direction of Miss G. Edith Seekell, Course of Study Supervisor in the training schools of Western State Teachers College, the training department is contemplating the issuance of a Teachers' Professional Library for early elementary, later elementary, and junior high school.

Under the title of "Procedures for Virginia State Curriculum Program", the Virginia State Board of Education issues an extended monograph giving in great detail the steps to be followed by the various committees in the State program of curriculum revision. The bulletin contains the statement of the outline of the program, the personnel of committees, the basic principles and aims of the program, the suggested steps for members of State production committees, and an extensive reading list to assist in the building of units of work. The unique characteristic of the program is the attempt to build units of work on the basis of the interests of pupils.

#### LIFE NEEDS AND THE CURRICULUM

Life Needs and Education - Frederick Gordon Bonser. Bureau of Publications, Teachers College, Columbia University, 1932. 288 pp. Price \$2.00.

Dr. Bonser, who has exerted a sustained and temperate, but a truly vigorous leadership in American education, died in June 1931. With the assistance of his colleagues and former students, Mrs. Bonser has selected and arranged some twenty-seven articles and addresses which Professor Bonser had prepared during his two decades at Teachers College. These are published together with an annotated and classified bibliography of his articles and books and a very beautiful introduction by his warm personal friend and fellow-prophet, William H. Kilpatrick.

The volume consists of four major parts: I. The School as a Means of Enlarging Life; II. Subject-matter That Derives from Life Experiences; III. Curricula Based on Life Needs; and IV. Teachers Trained to Interpret Life Experiences. It has the merits and defects of a collection of articles and addresses each of which was prepared for a specific occasion. Every unit is complete, orderly, convincing and finished. Naturally, however, there is a lack of cumulative effect of a book wherein each part is based on preceding ones, and there is inevitably much repetition of argument.



If the schools are to contribute to the ability and readiness of the American people "to select wisely, to think straight, and to eliminate the shortcomings with which we are confronted," both elementary and secondary schools must decrease their emphases on training in habits which makes so little provision for selection and thinking and desirable social cooperations. Instead, it must start with the fundamental impulses of youths and adults; impulses to play, to manipulate, to investigate, to communicate, to express and enjoy beauty, and to engage in social participations. Activities which provide for these impulses can then be selected by pupils and teachers in terms of their contributions to the care of health, to economic and art values, to vocational and avocational choices, and to cooperative endeavor. (pp. 182ff).

On the expressive side, the dominant phases of work standing out clearly in the life of the child are the language activities, the constructive activities, and the play activities. On the side of impressive experiences are the social environment, the activities, interests, and occupations of man; and that of physical environment, physical and biological nature. Hence, the curriculum will be characterized by a series of dominant topics typical of life needs and life interests which encourage the play of impulses and activities and, at the same time, provide "abundant motivation for the mastery of the formal, mechanical tools of education, thereby placing emphasis upon the end of education and not wholly on the means." (p. 193)

In the article last quoted, Dr. Bonser is dealing with the first three grades, to be sure, but a similar argument is valid for the curriculum of the upper grades, the high school, and the college. If we can arouse in youths a curiosity, a restless desire to know and to understand, we need not worry about what they now know or can do. For they will then spend their lives in learning, in seeking answers for questions that haunt them and for which final answers are impossible. Such a restlessness combined with patience and techniques which it breeds, constitutes education. This is the message to posterity from Frederick Gordon Bonser.

-- Philip W. L. Cox.

#### AN ACTIVITY CURRICULUM

Curriculum Records of the Children's School - by Members of the Staff, National College of Education, Evanston, Illinois. Bureau of Publications, National College of Education, 1932. 562 pages.

"The school shares the belief that a chief purpose of the curriculum is to habituate the children to ways of living that are satisfying and worth while and that will lead them into rich and productive living as they grow more mature." p. 3.

"Since education has a responsibility both for guiding the developing life of the child and also for molding the future of society, the experiences and enterprises in which the children engage cannot be left to chance. Rather the teachers as they work with their groups must select a sequence of activities which will bring to the children all desirable forms of experience and at the same time provide the true conditions for effective learning." p. 4.

The materials described which have been chosen to "habituate" the children to ways of living are drawn from sources which will help to familiarize them with living in the modern home, with the arts and industries which support the community, and with life in other lands and other times which contribute to an interpretation of their own community. However, with this seeming emphasis on adult selection of

units for adult purposes, and "habitation" to the present with a hope of future rich living there are included a number of units which have a delightful freshness and emphasis on happy experiences of the present, such as "Playing with the Leaves", "Enjoying and Caring for Pets", "Maintaining an Aquarium", etc.

The volume contains 562 pages and being written almost completely in outline form includes a vast amount of material. About half of the book is occupied with a short discussion of the general fields from which the materials are drawn and an outline of several units for each grade from the kindergarten through the sixth. The majority of the descriptions included are of fairly familiar curriculum materials of social or economic value which fit in with the general philosophy expressed, although as has been mentioned above, a few are included which place a refreshing emphasis upon happy living. Another section of the volume gives samples of daily programs, and sketches of typical days with children of various ages, while still another part is devoted to activities relating to reading, language and number work in the different grades and includes a discussion of individual records and their use.

The same outline form for describing the units is followed throughout the book, and gives, first, the background experiences, then the children's questions which lead into the investigation, activities for the finding of the solutions, social meanings, attitudes and appreciations developed, the means used by the children for the expressions of these, and new "leading on" interests which developed. Bibliographical references for both teachers and children are included wherever needed in each unit and a carefully selected bibliography for curriculum and general methods is added at the end of the volume. Mechanically the book is a pleasant one to follow: the outline is clean-cut, the bibliographies carefully and consistently compiled and the relationship between the theoretical discussion and the practical descriptions easily seen.

The volume is interesting to one concerned in curriculum making as being a more clearly defined and carefully thought out attempt to choose the activities in a school on the basis of a formulated philosophy than is usually the case. It is valuable to the teacher in its emphasis on purposeful activity as a background for acquiring the skills, in its cutting across of subject matter in its units, in its inclusion of materials based on children's enjoyments and experiences and in the consideration it gives to the development of appreciations and attitudes. In an attempt to provide as wide experiences for children as is possible, the authors suggest not only that many activities are suitable for a rather wide grade range, but that children in the same room be carrying on different units in the same field simultaneously and that there be extensive contact between the groups in the school. They advocate likewise freedom on the part of both teachers and children in selecting from a wide range of units since it seems likely that many in use in schools have almost identical values.

Claire Zyve, Fox Meadow School,  
Scarsdale, New York.

Extra copies of the Supplement to  
Bulletin 1932 : No. 6, entitled, "Selected Bibliography  
of Courses of Study Published 1930-1932", by Herbert B.  
Bruner, may be obtained at 25 cents a copy by writing to  
the Chairman of the Executive Committee.